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ABSTRACT

This course of study presents a competency-based approach to teaching effective writing. It is intended to give the adult educator a tool that can be used for any level of student at any point in writing instruction. The first section contains 48 competencies that address 5 domains of writing--planning, organizing, writing, evaluating, and revising (POWER). The skills are subdivided into 10 levels, from readiness through 12th grade. The course of study section correlates the indicators of each competency with learning activities, resources, evaluation criteria, and remediation. The next section provides testing procedures. It outlines and explains pre- and post-testing and provides evaluation instruments and scoring guides. Appendixes comprise over one-half of the book. Appendix A contains assignments, activities, exercises, handouts for exercises and activities, and suggestions for the teacher. Appendix B includes an index to the activities in Appendix A, bibliographies of student and professional resources, a list of diagnostic/prescriptive evaluation instruments, a list of publishers, criteria for selecting lab personnel and facilities, and suggested audiovisual equipment. Appendix C provides materials on referral procedures. Other attachments include related information (informational material for the teacher), eight modules on writing, and materials for training teachers to use all of these materials. (YLB)

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ED297151

THE POWER APPROACH TO WRITING

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DEAN

DEPARTMENT OF CONTINUING EDUCATION

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ROANOKE-CHOWAN COMMUNITY COLLEGE

AHOSKIE, NC

JUNE, 1988

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Finally, to my mother, who suffered through months of terminal illness while I completed this project, I dedicate this work. All we are or hope to be is built on those whose unabiding faith and love encourages us onward.

INTRODUCTION

The Power Approach to Writing presents a competency-based approach to teaching effective writing. The intent is to give the adult educator a tool which he can use for any level of student at any point in writing instruction.

The framework upon which this model is developed is based on writing competencies compiled from three major sources: The Official Teacher's Guide to the Tests of General Educational Development; the N. C. Adult Basic Education Program Guide; and the Basic Skills Curriculum for Communications, N. C. Department of Public Instruction. Procedures enable an instructor to diagnose, teach, test, and reteach to a core of competencies focusing on five different modes of writing: narration, description, clarification, persuasion, and point of view. A total of forty-eight competencies address five domains of writing--planning, organizing, writing, evaluating, and revising (POWER)--in each level of a hierarchy of skills. The skills are subdivided into ten levels represented as follows: Level I-A (readiness), Level I-B (1st grade), Level I-C (2nd grade), Level I-D (3rd grade), Level I-E (4th grade), Level II-A (5th grade), Level II-B (6th grade), Level II-C (7th grade), Level II-D (8th grade), and Level III (9th - 12th grade). Objectives and activities are sequenced in a spiral type of organization rather than vertical. This organizational pattern reflects some of the same objectives as the levels increase; however, the maturity level of the assignment increases in difficulty.

In each of the 48 competencies, the instructor is given one or more micro-objectives or indicators. Learning activities, resources, evaluation criteria, and remediation activities are then given for each indicator.

The extent to which the above method of teaching writing can be utilized is varied. An instructor may choose to substitute resources or even similar types of activities for those referenced. In no way is this course of study intended to reflect the only way to teach writing nor does it demand that every activity and idea be followed exactly in order to produce an effective writer. The plan of study is suggested; simply that, suggested. It should be used discriminately and adapted to an instructor's own needs and the needs of his/her students.

Elaine Witt
June, 1988

COMPETENCY-BASED ADULT EDUCATION (CBAE)

CBAE is an educational framework which focuses on student attainment of a hierarchy of outcomes or competencies. The process focuses on individual learning styles and facilitates, measures, and certifies attainment of those competencies. This writing model has been developed based on that definition.

Because of the intended focus of this project, it would also be wise to examine the following theories of learning proposed by Ernest Hilgard:

1. A motivated learner acquires what he learns more readily that one who is not motivated.
2. Tolerance for failure is best taught through providing a backlog of success that compensates for experienced failure.
3. Individuals need practice in setting realistic goals for themselves, goals neither so low as to elicit little effort nor so high as to foreordain to failure.
4. There is no substitute for repetitive practice in the overlearning of skills (for instance, the performance of a concert pianist), in the memorization of unrelated facts.
5. Information about the nature of a good performance, knowledge of his own mistakes, and knowledge of successful results, aid learning.
6. Transfer to new tasks will be better if, in learning, the learner can discover relationships for himself, and if he has experience during learning of applying the principles within a variety of tasks.

It has been established for some time that a degree of congruence must exist between the curriculum and the needs of individuals to cope with life situations. For this reason, CBE is effective in that it is learner centered to help him become competent as a learner, wage earner, individual, citizen, consumer, and family member.

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COMPETENCY LISTING

ABE/GED COMPETENCIES FOR WRITING

Level 1-A

Domain I. Prewriting

Objective

1. Using concrete experiences, the learner will engage in prewriting activities.

Indicators

1.01 Use language in meaningful situations.

Domain II. Writing

Objective

2. Given resources, the learner will engage in writing activities.

Indicators

2.01 Communicate through dictating or writing lists, labels, or captions.

2.02 Direct others through dictating or writing signs, directions, or rules.

2.03 Dictate or write messages.

2.04 Dictate or write about self and family by recording personal experiences and events.

2.05 Express imagination by dictating or writing stories.

Domain III. Publishing

Objective

3. Given resources, the learner will participate in publishing pieces of writing for an identified audience.

3.01 Make journal-type entries for self and others.

Domain I. Prewriting

Objective

4. Using concrete experiences, the learner will engage in prewriting activities

Indicators

4.01 Select a topic for writing

Domain II. Writing

Objective

5. Given resources, the learner will engage in writing activities.

Indicators

5.01 Communicate through dictating or writing lists.

5.02 Dictate or write about self and family by recording personal experiences and events.

5.03 Direct others through dictating or writing signs, directions, or rules.

5.04 Dictate or write messages.

5.05 Speculate or make predictions through dictating or writing.

5.06 Express imagination by dictating or writing stories.

Domain III. Revising

Objective

6. Using their own writings, the learner will revise information to clarify meaning.

Indicators

6.0 Add detail as a result of questioning.

Domain IV. Editing

Objective

7. Using their own writings, the learner will edit information for letter formation, capitals at beginning and periods at end of sentences, and spelling of high frequency words.

Indicators

7.01 Form letters correctly.

7.02 Capitalize words at the beginnings and use periods at the ends of sentences.

7.03 Spell high frequency words (basic word list) correctly.

Domain V Publishing

Objective

8. Given resources, the learner will participate in publishing pieces of writing for an identified audience.

Indicators

8.01 Keep a journal of personal experiences

Level 1-C

Domain I. Prewriting

Objective

9. Using concrete experiences, the learner will engage in prewriting activities.

9.01 Survey people's opinions on a topic.

9.02 Organize ideas.

Domain II. Writing

Objective

10. Given resources, the learner will engage in writing activities.

Indicators

10.01 Communicate through writing lists.

10.02 Write about self and family by recording personal experiences and events.

10.03 Give informational directions in writing.

10.04 Write messages.

10.05 Speculate and make predictions through writing.

10.06 Express imagination by writing stories.

Domain III. Revising

Objective

11. Using their own writings, the learner will revise information to clarify meaning.

Indicators

11.01 Add detail as a result of questioning or rereading.

11.02 Choose more appropriate words, e.g., synonyms--red, crimson.

Domain IV. **Editing**

Objective

12. Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, and sentence construction.

Indicators

12.01 Form letters correctly.

12.02 Write in complete sentences.

12.03 Use capitals at beginning of sentences and for names of people and places.

12.04 Spell words using basic principles of phonics.

12.05 Insert punctuation marks where needed: periods, question marks, exclamation points, possessives, and contractions.

Domain V. **Publishing**

Objective

13. Given resources, the learner will participate in publishing pieces of writing for an identified audience.

Indicators

13.01 Keep a journal of personal experiences.

13.02 Tape-record imaginary story for friends/peers to hear.

LEVEL 1-D

Domain I Prewriting

Objective

14: Using concrete experiences, the learner will engage in prewriting activities.

Indicators

14.01 Select a topic for writing.

14.02 Gather information.

14.03 Organize ideas.

Domain II Writing

Objective

15: Given resources, the learner will engage in writing activities.

Indicators

15.01 Communicate through writing lists

15.02 Give informational directions in writing.

15.03 Write messages.

15.04 Write about self and family by writing an autobiography.

15.05 Speculate and make predictions through writing.

15.06 Express imagination by writing stories.

Domain III Revising

Objective

16: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators

16.01 Add detail as a result of questioning or rereading.

16.02 Choose more appropriate words by substituting synonyms and more specific words.

16.03 Improve topic sentences.

Domain IV Editing

Objective

17: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, and letter formation.

Indicators

17.01 Form letters correctly (cursive).

17.02 Use capitals at beginning of sentences, for proper nouns, and the pronoun "I".

17.03 Spell words using basic principles of phonics.

17.04 Insert punctuation marks where needed: ends of sentences, possessives, contractions, and quotation marks.

Domain V Publishing

Objective

18: Given resources, the learner will participate in publishing pieces of writing for an identified audience.

Indicators

18.01 Keep a journal of personal experiences.

18.02 Tape-record imaginary story for friends/peers to hear.

LEVEL 1-E

Domain I Prewriting

Objective

19: Given resources, the learner will use prewriting as the first step in the writing process.

Indicators

19.01 Determine a purpose and appropriate audience for writing.

19.02 Use the prewriting techniques of brainstorming, listing, free writing, or journal writing to generate ideas for writing.

19.03 Organize ideas.

19.04 Decide on best form for writing.

Domain II Writing

Objective

20: Given resources, the learner will engage in writing activities.

Indicators

20.01 Write a first draft with emphasis on content.

Domain III Revising

Objective

21: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators

21.01 Revise rough draft for content.

21.02 Revise rough draft for coherence.

Domain IV Editing

Objective

22: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, usage, and grammar.

Indicators

22.01 Use legible handwriting in final drafts.

22.02 Use correct agreement of subject and verb.

22.03 Spell words using spelling generalizations and irregular patterns of formation.

22.04 Use standard English.

22.05 Capitalize proper nouns and other words.

22.06 Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions, and quotations.

Domain V Publishing

Objective

23: Using their own revised writings, the learner will participate in publishing pieces of writing for an identified audience.

Indicators

23.01 Share a piece of writing through publication.

Level II-A

Domain I Prewriting

Objective

24: Given resources, the learner will use prewriting as the first step in the writing process.

Indicators

24.01 Determine a purpose and appropriate audience for writing.

24.02 Use the prewriting techniques of brainstorming, listing, viewing, words banks, free writing.

24.03 Organize ideas.

24.04 Decide on best form for writing.

Domain II Writing

Objective

25: Given resources, the learner will engage in writing activities.

Indicators

25.01 Write a first draft with emphasis on content.

Domain III Revising

Objective

26: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators

26.01 Revise rough draft for content.

26.02 Revise rough draft for coherence.

Domain IV Editing

Objective

27: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, usage, and grammar.

Indicators

27.01 Use legible handwriting in final drafts.

27.02 Use correct agreement of subject and verb.

27.03 Spell words using spelling generalizations and irregular patterns of formation.

27.04 Use standard English.

27.05 Capitalize proper nouns and other words.

27.06 Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions, and quotations.

Domain V Publishing

Objective

28: Using their own revised writings, the learner will participate in publishing pieces of writing for an identified audience.

Indicators

28.01 Share a piece of writing through publication.

Level II-B

Domain I Prewriting

Objective

29: Given resources, the learner will use prewriting as the first step in the writing process.

Indicators

29.01 Determine a purpose and appropriate audience for writing.

29.02 Use the prewriting techniques of brainstorming, listing, word banks, free writing, journal writing, and observation to generate ideas for writing.

29.03 Organize ideas for writing.

Domain II Writing

Objective

30: Given resources, the learner will engage in writing activities.

Indicators

30.01 Write a first draft with emphasis on content.

Domain III Revising

Objective

31: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators

31.01 Revise rough draft for content.

31.02 Revise rough draft for coherence.

Domain IV Editing

Objective

32: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, usage, and grammar.

Indicators

32.01 Use legible handwriting in final drafts.

32.02 Use correct agreement of subject/verb and pronoun/antecedent.

32.03 Spell words using spelling generalizations and irregular patterns of formation.

32.04 Use standard English.

32.05 Capitalize proper nouns and other words.

32.06 Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions, and quotations, and use commas and colons.

Domain V Publishing

Objective

33: Using their own revised writings, the learner will participate in publishing pieces of writing for an identified audience.

Indicators

33.01 Share a piece of writing through publication.

Level II-C

Domain I Prewriting

Objective

34: Given resources, the learner will use prewriting as the first step in the writing process.

Indicators

34.01 Determine topic, purpose, and appropriate audience for writing.

34.02 Analyze information and form judgments.

34.03 Use the prewriting techniques of interviewing, reading, free writing, journal writing, brainstorming, and listing.

34.04 Distinguish between relevant and irrelevant facts.

34.05 Organize ideas.

34.06 Decide on best form for writing.

Domain II Writing

Objective

35: Given resources, the learner will engage in writing activities.

Indicators

35.01 Develop a paragraph according to one main idea.

35.02 Write effective topic sentences.

35.03 Develop supporting details.

35.04 Write introductory, conclusion, and body paragraphs.

35.05 Write a first draft with emphasis on content.

Domain III Revising

Objective

36: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators

36.01 Revise rough draft for content.

36.02 Revise rough draft for coherence.

Domain IV Editing

Objective

37: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, usage, and grammar.

Indicators

37.01 Use legible handwriting in final drafts.

37.02 Use correct agreement of subject/verb and pronoun/antecedent.

37.03 Spell words using spelling generalizations and irregular patterns of formation.

37.04 Use standard English.

37.05 Capitalize proper nouns and other words.

37.06 Insert punctuation marks where needed in ends of sentences, abbreviations, possessives, contractions and quotations, and use commas and colons.

37.07 Use correct forms of singular and plural nouns and regular and irregular verbs.

Domain V Publishing

Objective

38: Using their own writings, the learner will participate in publishing pieces of writing for an identified audience.

Indicators

38.01 Share a piece of writing through publication.

Level II-D

Domain I Prewriting

Objective

39: Given resources, the learner will use prewriting as the first step in the writing process.

Indicators

39.01 Determine topic, purpose, and appropriate audience for writing.

39.02 Use the prewriting techniques of viewing, listing, reading, interviewing, note taking, and free writing.

39.03 Distinguish between fact and opinion.

39.04 Analyze information and form judgments.

39.05 Organize ideas.

39.06 Decide on best form for writing.

Domain II Writing

Objective

40: Given resources, the learner will engage in writing activities.

Indicators

40.01 Write effective topic sentences.

40.02 Develop a paragraph according to one main idea.

40.03 Develop supporting details.

40.04 Write introductory, conclusion, and body paragraphs.

40.05 Write a first draft with emphasis on content.

Domain III Revising

Objective

41: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators

41.01 Revise rough draft for content.

41.02 Revise rough draft for coherence.

41.03 Improve maturity level of sentence construction.

Domain IV Editing

Objective

42: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, usage, and grammar.

Indicators

42.01 Use legible handwriting in final drafts.

42.02 Use correct agreement of subject/verb and pronoun/antecedent.

42.03 Spell words using spelling generalizations and irregular patterns of formation.

42.04 Use standard English.

42.05 Capitalize proper nouns and other words.

42.06 Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions and quotations, and use commas, colons, and semicolons.

Domain V Publishing

Objective

43: Using their own revised writings, the learner will participate in publishing pieces of writing for an identified audience.

Indicators

43.01 Share a piece of writing through publication.

GED Writing Competencies

Domain I **Prewriting**

Objective

44: Given resources, the learner will develop writing proficiency through the writing process, beginning with prewriting activities.

Indicators

44.01 Determine topic, purpose, and appropriate audience for writing.

44.02 Use the prewriting techniques of brainstorming, listing, journal writing, free writing, reading, and note taking.

44.03 Distinguish between relevant and irrelevant facts.

44.04 Distinguish between fact and opinion.

44.05 Analyze information and form judgments.

44.06 Organize ideas.

Domain II **Writing**

Objective

45: Given resources, the learner will develop proficiency in the writing process by composing first drafts.

Indicators

45.01 Write effective topic sentences.

45.02 Develop supporting details.

45.03 Develop paragraphs according to one main idea using one of the following patterns of organization: cause-effect, comparison-contrast, simple listing.

45.04 Write introductory, conclusion, and body paragraphs.

45.05 Summarize expository material.

45.06 Write a first draft in a variety of modes (point of view, persuasion (simplified), and expository) with emphasis on content.

45.07 Complete commonly used forms.

45.08 Compose letters.

Domain III Revising

Objective

46: Using their own writings, the learner will develop writing proficiency in the writing process by revising first and subsequent drafts.

Indicators

46.01 Revise rough draft for content and fluency.

46.02 Revise rough draft for coherence, unity, and consistent point of view (if applicable).

46.03 Improve maturity level of written work through use of sentence combining, word choice, figurative language, and sentence construction.

46.04 Revise rough draft for specificity.

Domain IV Editing

Objective

47: Using their own writings, the learner will develop writing proficiency through the writing process by editing revised drafts.

Indicators

47.01 Use legible handwriting in final drafts.

47.02 Use correct sentence structure.

47.03 Use correct agreement of subject and verb.

47.04 Use correct pronoun reference.

47.05 Spell words using spelling generalizations and irregular patterns of formation.

47.06 Spell and use possessives, contractions, and homonyms correctly.

47.07 Capitalize proper nouns and other words.

47.08 Insert punctuation marks where needed.

47.09 Use correct verb tense.

Domain V **Publishing**

Objective

48: Using their own writings, the learner will develop writing proficiency through the writing process by publishing revised and edited writing.

Indicators

48.01 Share a piece of writing through publication.

COURSE OF STUDY

Instructional Objective 1: Using concrete experiences, the learner will engage in prewriting activities.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
1.01 Use language in meaningful situations.	a) Have students bring family snapshots to share with instructor.		Ability to communicate ideas freely and with ease.	
	b) Have students talk about personal interests, work, or hobbies with instructor.		Ability to communicate ideas freely and with ease.	
	c) Relate recent experiences at work or home to instructor.		Ability to communicate ideas freely and with ease.	
	d) Discuss a recent news event with fellow classmates and instructor.		Ability to communicate ideas freely and with ease.	
	e) Have fellow classmate interview student for personal history and data.	Data Sheet (see Appendix A)	Ability to communicate ideas freely and with ease.	

Instructional Objective 2: Given resources, the learner will engage in writing activities.

	Indicators		Learning Activities	Resources	Evaluation Criteria	Remediation
2.01	Communicate by dictating or writing lists, labels, or captions.	a)	Dictate or write a Book of Lists.	Book of Lists (see Appendix A)	Completed assignment	
		b)	Create labels for products or captions for cartoons.		Completed assignment	
2.02	Direct others through dictating or writing signs, directions, or rules.	a)	Create a billboard advertising a product or service.		Completed assignment	
		b)	Dictate or write directions on how to get home.		Completed assignment	
		c)	Dictate or write a set of rules to follow; e.g., driving.		Completed assignment	
2.03	Dictate or write messages.	a)	Dictate or write a short "note" to a close friend or relative.		Completed assignment	
		b)	Dictate or write a note of invitation.		Completed assignment	
		c)	Dictate or write a get well card message.		Completed assignment	
2.04	Dictate or write about self and family by recording personal experiences and events.	a)	Dictate or write an experience about her/himself.		Completed assignment	
		b)	Dictate or write information about family members.		Completed assignment	
2.05	Express imagination by dictating or writing stories.		Have students complete "Pass A Story" Activity.	Pass A Story (see Appendix A)	Completed assignment	

Instructional Objective 3: Given resources, the learner will participate in publishing pieces of writing for an identified audience.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
3.01 Make journal-type entries for self and others to read.	Have students make journal entries as in a diary for approximately two weeks.		Completed assignment Teacher response to entries should indicate communication only between student and teacher. It should not include correcting errors.	

Instructional Objective 4: Using concrete experiences, the learner will engage in prewriting activities.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
4.01	Select a topic for writing.	Have students select topics from a given list.	Experience Portfolio I (see Appendix A)	Teacher should brainstorm several topics with student to determine areas of writing ability and interest.	

Instructional Objective 5: Given resources, the learner will engage in writing activities.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
5.01	Communicate through dictating or writing lists.	Have students list any ideas or impressions that come to mind about key topics.	Use Experience Portfolio from previous assignment.	A minimum of ten ideas to indicate that this is a topic about which student is knowledgeable and can write.	
5.02	Dictate or write about self and family by recording personal experiences and events.	Have students dictate or write sentences about selected topics using their listing of key ideas.	Use Experience Portfolio from previous assignment.	Thoughts should be expressed in complete sentences. Note: Maintain for future revising and editing.	Language Exercises (Pink Book) pp. 32, 35-36, 39-40, 44, 55, 61, 86, 88
5.03	Direct others through dictating rules, signs, or writing a set of directions.	a) Have students dictate or write the steps to follow in preparing a certain food or completing a household or work-related task.		Steps should be in the proper order: Note: Maintain for future editing.	Module A: Putting Ideas in Order
		b) Have students dictate or write the rules for playing a game such as checkers.		Completed assignment Note: Maintain for future editing.	
		c) Have students design and dictate or write a sign for use on their car, personal materials, desk, etc., similar to those which can be purchased at novelty stores.		Completed assignment Note: Maintain for future editing.	
5.04	Dictate or write messages.	a) Have student dictate or write a note to a close friend or relative explaining something that has happened to them recently.		All thoughts should be in complete sentences. Note: Maintain for future editing.	
		b) Have students dictate or write a thank-you note for a gift they received.		All thoughts should be in complete sentences. Note: Maintain for future editing.	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
5.05 Speculate or make predictions through dictating or writing.	Have students read several comic strips in the newspaper and predict what will happen next. Ask for several possible conclusions and check the next day's paper to see which prediction is most like the one given in the newspaper. Note: Make sure the paper runs comic strips that tell a continuing story.		Completed assignment	
5.06 Express imagination by dictating or writing stories.	a) Have students select a story from a recommended reading series. (Material should be at reading level 1). Have them copy the story substituting the names of characters, incidences, etc.; to create a new story.		Completed assignment	
	b) Have students select a story from a recommended reading series. (Material should be at reading level 1). Have them copy the beginning of the story and then create a new ending.		Thoughts should be expressed in complete sentences. Note: Maintain for future revising and editing.	

Instructional Objective 6: Using their own writings, the learner will revise information to clarify meaning.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
6.01 Add detail as a result of questioning.	a) Have students use the assignment they developed in activity 5.02. Sentences should be read aloud to self and others to determine if more detail can be added to clarify meaning.		Teacher should determine if sufficient detail is present for maturity level of student.	
	b) Have students use the assignment they developed in activity 5.06. Have students in pairs exchange their papers and indicate to each other where more information would enhance meaning.		Teacher should determine if sufficient detail is present for maturity level of student.	

Instructional Objective 7: Using their own writings, the learner will edit information for letter formation, capitals at beginning and periods at end of sentences, and spelling of high frequency words.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
7.01	Form letters correctly.	Have students use assignments developed in activities 5.02, 5.03 5.04, and 5.06-b to check for proper letter formation for legibility. Note: If these exercises were dictated rather than written by the student, have him copy the assignments above.		Letters should be formed correctly and handwriting legible.	Use either of the following references: *Handwriting: Basic Skills and Applications, D'Nealian Handwriting, or Palmer Method Writing to correct letter formation and legibility problems.
7.02	Capitalize words at the beginnings and use periods at the ends of sentences.	Have students use assignments developed in activities 5.02, 5.04, and 5.06-b to check for capitals at the beginnings and periods at the ends of sentences.		All sentences should begin with capital letters and end with periods.	Module B: Using Capital Letters and Periods

*Most widely recommended.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
7.03	Spell high frequency words (basic word list) correctly.	Have students use assignments they developed in activities 5.02, 5.03, 5.04, and 5.06-b to check for correct spelling of basic words.		All words from the Dolch basic word list should be spelled correctly. (see Appendix A)	List words with which students are having difficulty. Using a newspaper or some other source, have them locate and circle these words. Then copy the sentences containing the words. Continue similar activities consisting of the Dolch list until a post-test can be administered and completed at a level of 100% accuracy.

Instructional Objective 8: Given resources, the learner will participate in publishing pieces of writing for an identified audience.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
8.01	Keep a journal of personal experiences.	Have students write in a journal for a period of approximately 3 weeks.	Journal Writing I (see Appendix A)	Completed assignment Teacher response should indicate communication only between student and teacher. It should not include correcting errors.	

Instructional Objective 9: Using concrete experiences, the learner will engage in prewriting activities.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
9.01 Survey people's opinions on a topic.	Assign students a topic from the given resource. Have them survey fellow classmates or others in order to obtain information.	Gathering Information (see Appendix A)	Completed assignment Maintain for future use.	
9.02 Organize ideas.	a) Have students cut pictures from newspapers. Have them group the pictures as to funniest, strangest, best and worst. Label each group.		Completed assignment	
	b) Have students classify objects and ideas by completing the exercises from the given resource.	Classifying - Exercises A & B (see Appendix A)	Exercises must be completed at a 90% level of accuracy.	Difficulty at this level may indicate a learning disability if students are able to read the exercises and can apply meaning to the words used. Activities sorting actual objects as to shape and size can be used to determine if a student has visual perception problems.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
	c) Have students use an already prepared group of words. Instruct them to group the words into as many groups as they like. Then label each group.	A Supermarket List (see Appendix A)	Discuss student's choice of groupings orally with him.	
	d) Using information from exercise 9.01, have students classify information into 3 groups and give each group a name. Exercise in the given resource may be used as an example.	Effects of TV Watching on Young People (see Appendix A)	Discuss student's choice of groupings orally with him.	

Instructional Objective 10: Given resources, the learner will engage in writing activities.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
10.01	Communicate through writing lists.	Have students develop a wish list for Christmas, their birthday, etc. Have them write down their listing giving reasons for each wish.		Completed assignment	
10.02	Write about self and family by recording personal experiences and events.	Have students write a short narrative using the given resource.	House of Memories (see Appendix A)	Completed assignment Maintain for future editing.	
10.03	Give informational directions in writing.	Have students complete the exercises from the given resource.	Writing With Fun (see Appendix A)	Completed assignment Maintain for future editing.	
10.04	Write messages.	a) Have students write an answer to a note they have received.		Completed assignment Maintain for future editing.	
		b) Write a note to a friend who has moved away. Explain what has happened since he left.		Completed assignment Maintain for future editing.	
10.05	Speculate and make predictions through writing.	a) Draft a prediction on a science experiment. See example in given resource.	A Conclusion (see Appendix A)	Teacher should evaluate accuracy of prediction.	
		b) Ask students to predict the weather or a sports event.		Teacher should evaluate accuracy of prediction.	
		c) Have students complete exercises in given resource.	Anticipating Probabilities; Forming Hypotheses; Making Inferences (see Appendix A)	Teacher should discuss these assignments with student. Then share the poem "Prelude I" with him.	

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	Indicators		Learning Activities	Resources	Evaluation Criteria	Remediation
10.06	Express imagination by writing stories.	a)	Ask students to choose one of the story starters on the given resource and complete a story.	Story Starters (see Appendix A)	Completed assignment Maintain for future editing, revising, and publishing.	
		b)	Have students use a picture file for this activity. Ask them to write the beginning, either the opening 2 or 3 paragraphs or just the opening sentences, of a story. (Some students may choose to complete the story.)		Completed assignment Maintain for future editing, revising, and publishing.	

Instructional Objective 11: Using their own writings, the learner will revise information to clarify meaning.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
11.01 Add detail as a result of questioning.	a) Have students complete exercises using given resources.	a) Making Sentences Grow (see Appendix A)	Completed assignment	
		b) Observing I (see Appendix A)	Completed assignment	
	b) Have students use exercises 10.02 and 10.06. Ask them to share their papers with a partner. Have them look for examples where more detail will enhance meaning.		Teacher should determine if sufficient detail is present for maturity level of student.	
11.02 Choose more appropriate words, e.g., synonyms--red, crimson.	a) Have students complete exercises using given resources.	a) Language-Exercises (Orange Book) p. 66	Completed assignment	
		b) Synonyms I (see (Appendix A)	Exercise must be completed at a minimum level of 90% accuracy.	Module C: Synonyms
	b) Have students use exercises 10.02 and 10.06-a. Students should substitute synonyms for words which you have circled. Dictionaries may be used.		Completed assignment	

Instructional Objective 12: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, and sentence construction.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
12.01 Form letters correctly.	Have students use assignments developed in activities 10.02, 10.03, 10.04, and 10.06 to check for proper letter formation for legibility.		Letters should be formed correctly and handwriting legible.	Use either of the following references: *Handwriting: Basic Skills and Applications, D'Nealian Handwriting, or Palmer Method Writing to correct letter formation and legibility problems.
12.02 Write in complete sentences.	Have students use assignments developed in activities 10.02, 10.04, and 10.06 to check for complete sentences.		All thoughts should be expressed in complete sentences.	Module D: Sentences
12.03 Use capitals at beginning of sentences and for names of people and places.	Have students use assignments developed in activities 10.02, 10.04, and 10.06 to check for capitals at beginning of sentence and for names of people and places.		All sentences and all names of people and places should begin with a capital letter.	Language Exercises (Orange Book) pp. 5, 6, 11, 17, 18, 77, 78 *Most widely recommended.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
12.04 Spell words using basic principles of phonics.	Have students use assignments developed in activities 10.02, 10.03, 10.04, and 10.06 to check for correct spelling.		Teacher should evaluate the extent of spelling difficulty. If there are few problem areas, no remediation is necessary other than having student correct his errors. If spelling problems are severe, see remediation techniques.	Give pre-test for series _Target: Spelling_. If pre-test indicates student needs to complete level 1-2, have him do so.
12.05 Insert punctuation marks where needed: periods, question marks, exclamation points, possessives, and contractions.	Have students use assignments developed in activities 10.02, 10.03, 10.04, and 10.06 to check for proper use of ending punctuation marks and contractions and possessives.		All contractions and possessives should indicate correct use of the apostrophe. All ending punctuation marks should be correct.	_Language Exercises_ (Orange Book) pp. 12, 13, 19, 21, 55, 67

Instructional Objective 13: Given resources, the learner will participate in publishing pieces of writing for an identified audience.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
13.01 Keep a journal of personal experiences.	Have students write in their journal about something they saw on television, some event at work, some issue at home with family or some problems (or delights) about the car in their lives. Have them maintain this journal for several days. (Adapted from "A Guide Through the Writing Process," Mark Branson, 1987).		Completed assignment Teacher response should indicate communication only between student and teacher. It should not include correcting errors.	
13.02 Tape-record imaginary story for friends/peers to hear.	Using tape recorders and blank tapes, have students (in a small group) read and record their stories developed in activity 10.06-a. Then have the students playback the recording so that the group and the author may transcribe it. Have students compare their transcripts with the original.		Completed assignment	

Instructional Objective 14: Using concrete experiences, the learner will engage in prewriting activities.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
14.01 Select a topic for writing.	Have students complete exercises in given resources.	Selecting A Topic - Exercise A & B (see Appendix A)	Completed assignment Maintain for future use.	
14.02 Gather information.	Have students use Exercise B from objective 14.01 and reference materials in the library. Ask them to choose one subject from that activity and, using reference materials, take notes on that subject.		Completed assignment	
14.03 Organize ideas.	Have students complete exercises in given resource.	Organizing Ideas (see Appendix A)	Teacher should determine whether students are having difficulty writing topic sentences. Maintain for future revising.	Module E: Topic Sentences

Instructional Objective 15: Using concrete experiences, the learner will engage in prewriting activities.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
15.01	Communicate through writing lists.	Have students complete exercises in given resource.	Open-Ended Questions (see Appendix A)	Completed assignment	
15.02	Give informational directions in writing	a) Have students complete exercises in given resources.	a) Real-Life English, pp. 13, 30, 32-33, 38, 42-45	Completed assignment	
			b) Plato Basic Skills/ Grammar Disk 17 Lesson 2	Completed assignment	
			c) How To... (see Appendix A)	Process activities should have all steps and ideas in order.	Steck-Vaughan Comprehension Skills Sequence I, Lessons 1-12
15.03	Write messages.	Have students complete exercises in given resources.	a) Language Exercises (Violet Book) pp. 52-58	Completed assignment	
			b) Friendly Letters (see Appendix A)	Format of all letters should be correct. Maintain for future editing.	Module F: Friendly Letters
15.04	Write about self and family by writing an autobiography.	Have students complete exercises in given resource.	An Autobiography (see Appendix A)	Completed assignment Maintain for future editing.	
15.05	Speculate and make predictions through writing.	Have students complete exercises in given resource.	I Wonder (see Appendix A)	Completed assignment	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
15.06 Express imagination by writing stories.	a) Use a sample story written on a 3rd grade reading level. Cut the story into paragraphs and then the paragraphs into sentences. Put the strips into an envelope. Have students put the story back together again.		Teacher should show the original to the students and discuss the good and bad points of their version with them.	
	b. Have students complete exercises in given resource	Writing Stories (see Appendix A)	Completed assignment Maintain for future editing, revising, and publishing.	

Instructional Objective 16: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
16.01 Add detail as a result of questioning or reading.	a) Have students complete exercises using given resources.	a) Adding Detail (see Appendix A)	Completed assignment	
		b) More Vivid Sentences (see Appendix A)	Completed assignment	
	b) Have students use exercises 15.04 and 15.06. Ask them to share their papers with a partner. Have them look for examples where more detail will enhance meaning.		Teacher should determine if sufficient detail is present for maturity level of student.	
16.02 Choose more appropriate words by substituting synonyms and more specific words.	a) Have students complete exercises using given resources.	a) Synonyms II (see Appendix A)	Exercises a and b should be completed at a minimum level of 90% accuracy.	Module G: Using More Specific Words
		b) *In Your Own Words Vol. I, pp. 31-36*		
	b) Have students use exercises 15.04 and 15.06. Students should substitute synonyms and more specific words for words which you have circled.		Completed assignment	
16.03 Improve topic sentences.	a) Have students complete exercise in given resource.	Terrific Topic Sentences (see Appendix A)	Completed assignment	
	b) Have students use exercise 14.03. Have them improve topic sentences developed in those activities.		Completed assignment	

Instructional Objective 17: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, and letter formation.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
17.01 Form letters correctly (cursive).	Have students use assignments developed in activities 15.03, 15.04, and 15.06 to check for proper letter formation for legibility.		Letters should be formed correctly and handwriting legible.	Use either of the following references: *Handwriting: Basic Skills and Applications, D'Nealian Handwriting, or Palmer Method Writting to correct letter formation and legibility problems.
17.02 Use capitals at beginning of sentences, for proper nouns, and the pronoun "I".	Have students use assignments developed in activities 15.03(b), 15.04, and 15.06 to check for capitals at beginning of sentences, for proper nouns, and the pronoun "I".		All sentences, all proper nouns, and the pronoun "I" should begin with capital letters.	Language Exercises (Violet Book) pp. 2, 3, 4, 6, 10, 14, 20, 86.
17.03 Spell words using basic principles of phonics.	Have students use assignments developed in activities 15.03(b), 15.04, and 15.06 to check for correct spelling.		Teacher should evaluate the extent of spelling difficulty. If there are few problem areas, no remediation is necessary other than having student correct his errors. If spelling problems are severe, see remediation techniques.	Give pre-test for series Target: Spelling. If pre-test indicates student needs to complete level 2-3, have him do so.

*Most widely recommended

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
17.04	Insert punctuation marks where needed: ends of sentences, possessives, contractions, and quotation marks.	Have students use assignments developed in activities 15.03(b), 15.04, and 15.06 to check for proper use of ending punctuation marks, contractions, possessives, quotation marks, and complete sentences.		All ending punctuation marks should be correct. All thoughts should be expressed in complete sentences. All contractions, possessives, and quotations should indicate the correct use of punctuation marks.	Language Exercises (Violet Book) pp. 7, 8, 17, 28, 29, 30, 50, 63, 65, 66, 81, 83.

Instructional Objective 18: Given resources, the learner will participate in publishing pieces of writing for an identified audience.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
18.01 Keep a journal of personal experiences.	Have students maintain a journal for a period of several days. Have them write about classroom experiences in which student also attempts to explain a presentation, concept, or lesson just learned.		Completed assignment Teacher should indicate communication only between student and teacher. It should not include correcting errors.	
18.02 Tape-record imaginary story for friends/peers to hear.	Using tape recorders and blank tapes, have students record the stories developed in activity 15.06. Have recordings available for other students to hear.		Completed assignment	

Instructional Objective 19: Given resources, the learner will use prewriting as the first step in the writing process.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
19.01 Determine a purpose and appropriate audience for writing.	Have students complete exercises in given resources.	Determining Purpose and Audience (see Appendix A)	Completed assignment	
19.02 Use the prewriting techniques of brainstorming, listing, free writing, or journal writing to generate ideas for writing.	a) Have students complete exercises in given resources.	a) Brainwriting (see Appendix A)	Completed assignment	
		b) Journal Writing II (see Appendix A)	Completed assignment	
		c) Freewriting (see Appendix A)	Completed assignment Maintain for future use.	
		d) Creative Writing Ideas (see Appendix A)	Completed assignment	
19.03 Organize ideas.	Have students complete exercises in given resources.	a) *Organizing Information* - Level C, pp. 20-21, 32-33, 38-39.	Completed assignment	
		b) Building Paragraphs (see Appendix A)	Completed assignment	
19.04 Decide on best form for writing.	a) Have students complete exercise in given resource.	Forms of Writing (see Appendix A)	Completed assignment	
	b) Give students newspaper articles, short articles, or paragraphs and ask them to read the articles to determine the purpose: to inform, to entertain, or to influence.		Completed assignment	
	c) To aid in critical thinking skills, give students these categories and ask them to find articles that fit each category.		Completed assignment	

Instructional Objective 20: Given resources, the learner will engage in writing activities.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
20.01 Write a first draft with emphasis on content.	a) Have students read the sample paper given in the resource.	My Favorite Season (see Appendix A)	Completed assignment Teacher should discuss the qualities of this well-written paper with the student.	
	b) Have students complete the exercises in the given resource.	Organizing Your Thoughts (see Appendix A)	Completed assignment	
	c) Have students complete the exercise in the given resource.	A Writing Assignment I (see Appendix A)	Subject matter must be identified. At least 3 reasons with supporting details must be given. The composition must be organized with a clear beginning, development, and ending. Maintain for future revising editing, and publishing.	Continued practice using activities in objective 20.01 including additional writing assignment topics in this activity. If paragraph development needs further work, use Language Competency Cabinet-module 220.

Instructional Objective 21: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators		Learning Activities	Resources	Evaluation Criteria	Remediation
21.01	Revise rough draft for content.	Using writing assignment developed in activity 20.01(c), have students make list of details used in first draft to support main idea and add more detail as necessary.		Teacher should determine whether supporting detail is sufficient.	*Key Concepts in Composition - D* pp. 4-9 and 63-69
21.02	Revise rough draft for coherence.	a) Have students complete the exercises in the given resources.	a) Connecting and Unifying Thoughts (see Appendix A)	Completed assignment	
			b) Transitional Devices (see Appendix A)	Completed assignment	
		b) Have students circle words in draft developed in activity 21.01 that are unifying words. Revise adding more connecting and transition words as needed. Also, have them add, delete, or choose better words in the form of synonyms.		Teacher should determine whether paper has coherence and shows unity.	Module H: Transitional Devices

Instructional Objective 22: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, and grammar.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
22.01	Use legible handwriting in final draft.	Have students use assignment developed in activity 20.01(c) to check for legible handwriting.		Teacher should determine if handwriting is legible.	Improving Your Handwriting
22.02	Use correct agreement of subject and verb.	Have students use assignment developed in activity 20.01(c) to determine if subjects and verbs are in agreement.		Subjects and verbs should be in agreement.	Language Competency cabinet - module 122
22.03	Spell words using spelling generalizations and irregular patterns of formation.	Have students use assignment developed in activity 20.01(c) to check for correct spelling.		Teacher should evaluate the extent of spelling difficulty. If there are few problem areas, no remediation is necessary other than having student correct his errors. If spelling problems are severe, see remediaation techniques.	Give pre-test for series Target: Spelling. If pretest indicates student needs to complete level 3-4, have him do so.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
22.04 Use standard English.	Have students use assignment developed in activity 20.01(c) to check for inappropriate usage such as yourn, theirselves, ain't.		Assignment should contain no examples of substandard English.	
22.05 Capitalize proper nouns and other words.	Have students use assignment developed in activity 20.01(c) to check for capitalization.		All words requiring capital letters should be capitalized.	Language Competency Cabinet - module 910
22.06 Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions, and quotations.	Have students use assignment developed in activity 20.01(c) to check for proper use of ending punctuation marks, possessives, contractions, quotation marks, abbreviations, and complete sentences.		All ending punctuation marks should be correct. All thoughts should be expressed in complete sentences. All possessives, quotations, contractions, and abbreviations should indicate the correct use of punctuation marks.	Language Exercises (Gray Book) pp. 1, 4, 7, 11-12, 20-21, 26-28, 32-33, 58-59, and 61. Language Exercises (Orange Book) p. 79 Developing Key Concepts in English - D - pp. 112-113

Instructional Objective 23: Using their own revised writings, the learner will participate in publishing pieces of writing for an identified audience.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
23.01 Share a piece of writing through publication.	Have students determine which revised draft of the narrative written for objective 20.01 is the draft to be submitted for publication. Have final version posted on class bulletin board for other students to read.		Completed assignment	

Instructional Objective 24: Given resources, the learner will use prewriting as the first step in the writing process.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
24.01	Determine a purpose and appropriate audience for writing.	Have students complete exercise in given resource.	An Advertising Agent (see Appendix A)	Completed assignment	
24.02	Use the prewriting techniques of brainstorming, listing, free writing, word banks, viewing, and observing to generate ideas for writing.	a) Have students compile a list of 50 words or more that describe people.		Completed assignment	
		b) Students can be given a list of words from any content area such as music, art, social studies, science, etc. They are then required to use a dictionary and compose their own definitions of each word as well as to illustrate them (See Appendix A for "Student Dictionaries - Sample Page").		Completed assignment Note: This activity can be continued over a longer period of time for vocabulary development.	
		c) Have students complete exercises in given resources.	a) Getting Started by Free Writing (see Appendix A)	Completed assignment	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
		b) Key Concepts in Composition - E pp. 4-6	Completed assignment	
		c) Clustering I (see Appendix A)	Completed assignment	
		d) Using Visual Techniques (see Appendix A)	Completed assignment	
		e) Observing II (see Appendix A)	Completed assignment	
24.03 Organize ideas.	Have students complete exercises in given resources.	Key Concepts in Composition - E p. 8 (top half), p. 9 and p. 73 Note: After students have reviewed the pages, have them supply information on topics of their choice.	Completed assignment Maintain for future use.	
24.04 Decide on best form for writing.	a) Have students select stories, articles, etc. from various reading texts and determine what form of writing is represented by each. Forms are informative, entertaining, and persuasive.		Completed assignment	
	b) Have students complete exercise in given resource.	Styles of Writing (see Appendix A)	Completed assignment	

Instructional Objective 25: Given resources, the learner will engage in writing activities.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
25.01 Write a first draft with emphasis on content.	a) Have students read the sample paper given in the resource.	The Kitchen (see Appendix A)	Completed assignment Teacher should discuss the qualities of this well-written paper with the student.	
	b) Have students complete the exercises in the given resource.	Language Exercises (Gray Book) pp. 84-86	Completed assignment	
	c) Have students complete the exercises in the given resources.	a) Organizing a Paper (see Appendix A)	Completed assignment	
		b) Put It In Writing (Activity Book I), pp. 20-24	Completed assignment	
		c) Key Concepts in Composition - E pp. 78-81. Note: Students may use information from activity 24.03 for this assignment.	Completed assignment Maintain for future revising and editing.	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
		d) A Writing Assignment II (see Appendix A)	Subject matter must be identified. The composition must be organized with a clear beginning, development, and ending. Enough detail must be given in order to "paint a picture" for the reader by giving visual, tactile, auditory, smell, taste, or emotional images or information. Maintain for future revising, editing, and publishing.	Continued practice using activities involving descriptive writing. See text Write It Down - D lessons 1, 4, 9, and 13 and Book E, lessons 1, 12, 14, 18, and 20. If paragraph development needs further work, see In Your Own Words Vol. II, pp. 9-13

Instructional Objective 26: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
26.01 Revise rough draft for content.	Using writing assignments developed in activities 25.01(c) and (d), have students add, delete, or choose better words to improve description and add detail.		Teacher should determine whether use of descriptive words and phrases and detail is sufficient.	Language Exercises - (Red Book) pp. 79-82; Building Basic Skills in Writing - Book I p. 163 through top section p. 167 and p. 170 "Adverbs" through Ex. 7 p. 173; Key Concepts in Composition - D - p. 50-59 Key Concepts in Composition - E pp. 40-43

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
26.02 Revise rough draft for coherence.	a) Have students complete the exercises in the given resources.	Connected and Unifying Thoughts (see Appendix A)	Completed assignment	
	b) Have students circle words in draft developed in activity 25.01(d) that are unifying words. Revise adding more connecting and transition words as needed.		Teacher should determine whether paper has coherence and shows unity.	Key Concepts In Composition - G pp. 78-83

Instructional Objective 27: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, usage, and grammar.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
27.01	Use legible handwriting in final drafts.	Have students use assignments developed in activities 25.01(c) and (d) to check for legible handwriting.		Teacher should determine if handwriting is legible.	Improving Your Handwriting
27.02	Use correct agreement of subject and verb.	Have students use assignments developed in activities 25.01(c) and (d) to determine if subjects and verbs are in agreement.		Subjects and verbs should be in agreement.	Building Basic Skills in Writing - Book I, pp. 81-95
27.03	Spell words using spelling generalizations and irregular patterns of formation.	Have students use assignments developed in activities 25.01(c) and (d) to check for correct spelling.		Teacher should evaluate the extent of spelling difficulty. If there are few problem areas, no remediation is necessary other than having student correct his errors. If spelling problems are severe, see remediation techniques.	Give pre-test for series Target: Spelling. If pre-test indicates student needs to complete level 4-5, have him do so.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
27.04 Use standard English.	Have students use assignments developed in activities 25.01(c) and (d) to check for inappropriate usage such as yourn, theirselves, ain't.		Assignments should contain no examples of substandard English	
27.05 Capitalize proper nouns and other words.	Have students use assignments developed in activities 25.01(c) and (d) to check for capitalization.		All words requiring capital letters should be capitalized.	Language Exercises (Red Book) pp. 3-6
27.06 Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions, and quotations, and use commas.	Have students use assignments developed in activities 25.01(c) and (d) to check for proper use of ending punctuation marks, possessives, contractions, quotation marks, abbreviations, complete sentences, and commas.		All ending punctuation marks should be correct. All thoughts should be expressed in complete sentences. All possessives, quotations, contractions, and abbreviations, should indicate the correct use of punctuation marks. Commas should be used correctly.	Language Exercises (Red Book) pp. 7-11, 20-21; 38, and 61-65; Language Competency Cabinet - modules 820, 830, and 850

Instructional Objective 28: Using their own revised writings, the learner will participate in publishing pieces of writing for an identified audience.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
28.01 Share a piece of writing through publication.	Have students determine which revised draft of the assignment written for activity 25.01(d) is the draft to be submitted for publication. Have final version collected for inclusion in a class notebook for students and visitors to read.		Completed assignment	

Instructional Objective 29: Given resources, the learner will use prewriting as the first step in the writing process.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
29.01	Determine a purpose and appropriate audience for writing.	Have students complete the exercises in the given resource.	*Put It In Writing* - Book 3 - Lesson 2, pp. 8-10 and lesson 3 pp. 12-14	Completed assignment	*Put It In Writing* - Activity Book 3 pp. 1-3
29.02	Use the prewriting techniques of brainstorming, listing, word banks, free writing, journal writing, and observation to generate ideas for writing.	a) Have students choose their favorite car, game, sport, pet, or holiday, and list reasons for their choice.		Completed assignment Maintain for future use.	
		b) Have students complete a free-writing activity according to the guidelines on the given resource using the following topic "Describe your favorite house." It can be a house in which they have lived or one they have visited often.	The Free Write (see Appendix A)	Completed assignment	
		c) Have students skim the newspaper to look for unfamiliar words that can be used as adjectives and adverbs. Have students find and record definitions of the words to develop a word bank.		Completed assignment	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
	d) Have students complete exercises in given resources.	a) Clustering II (see Appendix A)	Completed assignment	
		b) The Reading Journal (see Appendix A)	Completed assignment Teacher response to entries should indicate communication only between student and teacher. It should not include correcting errors. Maintain for future use.	
		c) Observing Details (see Appendix A)	Completed assignment Maintain for future use.	
29.03 Organize ideas.	Have students complete the exercises in the given resource.	In Your Own Words Volume 2, pp. 9-13 and pp. 25-32	Completed assignment	

Instructional Objective 30: Given resources, the learner will engage in writing activities.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
30.01 Write a first draft with emphasis on content.	a) Have students read the sample papers in the given resources.	a) Being Three People At Once (see Appendix A)	Completed assignment Teacher should discuss the qualities of this well-written paper with the student.	
		b) Grandma's Remodeled Kitchen (see Appendix A)	Completed assignment	
	b) Have students complete the exercises in the given resources.	a) The Framed Paragraph (see Appendix A)	Completed assignment	
		b) In Your Own Words Vol. 2, pp. 41-47	Completed assignment	
		c) A Descriptive Essay (see Appendix A) Note: The resource entitled "Grandma's Remodeled Kitchen" from activity (b) above will be used here also.	Completed assignment Maintain for future editing and revising.	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
		d) In Your Own Words Vol. 2, pp. 65-73	Completed assignment	
		e) Writing Assignment III (see Appendix A)	Subject matter must be identified. The composition must be organized with a clear beginning, development, and ending. Supporting details must be sufficient to answer the question why or to allow the reader to sense the subject matter by the senses and give an overall impression of what is being described. Maintain for future revising, editing, and publishing.	Continued practice involving descriptive and clarification writing. See text Write It Down - Book F, lesson 1, 6, 8, 13, 16, and 17. If paragraph development needs further work, see Put It In Writing - Book 3, pp. 36-44 and Put It In Writing - Activity Book 3, pp. 10-12.

Instructional Objective 31: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
31.01 Revise rough draft for content.	a) Using writing assignment developed in activity 30.01(e) Part A, have students make list of details used in first draft to support main idea and add more detail as necessary.		Teacher should determine whether supporting detail is sufficient.	Continued practice using clarification type writing assignments. See activity 20.01(c) "A Writing Assignment I" for additional topics. Have students practice listing supporting detail for each topic.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
	b) Using writing assignments developed in activities 30.01(c) "A Descriptive Essay" and activity 30.01(e) Part B, have students add, delete, or choose better words to improve description and add detail.		Teacher should determine whether use of descriptive words and phrases and detail is sufficient.	Language Exercises Blue Book pp. 88-91, 95-98; Developing Key Concepts in Composition - F, pp. 68-73; Developing Key Concepts in English - F, pp. 42-43, pp. 54-59
31.02 Revise rough draft for coherence.	a) Have students complete the exercises in the given resource.	In Your Own Words Volume 2, pp. 17-23	Completed assignment	
	b) Have students circle words in drafts developed in activities 30.01(c) and (e) that are unifying words. Revise adding more connecting and transition words as needed.		Teacher should determine whether paper has coherence and shows unity.	Put It In Writing Book 3 pp. 22-23

Instructional Objective 32: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, usage, and grammar.

Indicators		Learning Activities	Resources	Evaluation Criteria	Remediation
32.01	Use legible handwriting in final drafts.	Have students use assignments developed in activities 30.01(c) and (e) to check for legible handwriting.		Teacher should determine if handwriting is legible.	Improving Your Handwriting
32.02	Use correct agreement of subject/verb and pronoun/antecedent.	Have students use assignments developed in activities 30.01(c) and (e) to determine if subjects and verbs are in agreement and pronouns and antecedents are in agreement.		Subjects and verbs should be in agreement as well as pronouns and antecedents.	Language Competency Cabinet - module 110; Plato Basic Skills/Grammar Disk 4, Lesson 2; Developing Key Concepts in English - F, pp. 86-89; Plato Basic Skills/Grammar Disk 9.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
32.03 Spell words using spelling generalizations and irregular patterns of formation.	Have students use assignments developed in activities 30.01(c) and (e) to check for correct spelling.		Teacher should evaluate the extent of spelling difficulty. If there are few problem areas, no remediation is necessary other than having student correct his errors. If spelling problems are severe, see remediation techniques.	Give pretest for series Target: Spelling. If pre-test indicates student needs to complete level 5-6, have him do so.
32.04 Use standard English.	Have students use assignments developed in activities 30.01(c) and (e) to check for inappropriate usage such as yourn, theirselves, ain't.		Assignments should contain no examples of substandard English.	
32.05 Capitalize proper nouns and other words.	Have students use assignments developed in activities 30.01(c) and (e) to check for capitalization.		All words requiring capital letters should be capitalized.	Language Exercises Blue Book pp. 3-5; Developing Key Concepts in English Book F pp. 96-97 and 102-103; Plato Basic Skills/ Grammar Disk 14

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
32.06	Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions and quotations, and use commas and colons.	Have students use assignments developed in activities 30.01(c) and (e) to check for proper use of ending punctuation marks, possessives, contractions, quotation marks, abbreviations, complete sentences, commas, and colons.		All ending punctuation marks should be correct. All thoughts should be expressed in complete sentences. All possessives, quotations, contractions, and abbreviations should indicate the correct use of punctuation marks. Commas and colons should be used correctly.	Language Exercises Blue Book pp. 9-12, 22-23, 49-56; Plato Basic Skills/Grammar Disk 15 lesson 2; Language Competency Cabinet - module 860

Instructional Objective 33: Using their own revised writings, the learner will participate in publishing pieces of writing for an identified audience.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
33.01 Share a piece of writing through publication.	Have students determine which revised draft of the assignment written for activity 30.01(e) is the draft to be submitted for publication. Have final version collected for inclusion in a personal book of writing. (Copies can later be bound and made available in a classroom or school library.)		Completed assignment	

Instructional Objective 34: Given resources, the learner will use prewriting as the first step in the writing process.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
34.01	Determine topic, purpose, and appropriate audience for writing.	a) Have students complete the exercises in the given resources.	a) Put It In Writing - Book 3, pp. 6-8 Lesson 1	Completed assignment	
			b) Understanding Your Topic (see Appendix A) and GED Writing Sample - pp. 82-86	Completed assignment Maintain for future use.	
			c) Key Concepts in Composition - F pp. 16-18	Completed assignment If teacher determines repeated instruction in developing a sense of audience is necessary, see remediation techniques.	Developing a Sense of Audience - (see Appendix A)
34.02	Analyze information and form judgments.	Have student complete the exercise in the given resource.	Forming Judgments (see Appendix A)	Completed assignment	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
34.03 Use the prewriting techniques of interviewing, reading, free writing, journal writing, brainstorming, and listing.	a) Have student interview a career person to discover the advantages, disadvantages, and requirements of the career as prewriting for a point-of-view essay on either the pro's or con's of the career examined.		Completed assignment Maintain for future use.	
	b) Have students read to discover more information about a topic studied in Social Studies as a prewriting activity for a point-of-view essay.		Completed assignment Maintain for future use.	
	c) Have students complete the exercises in the given resources.	a) Warming Up By Freewriting (see Appendix A)	Completed assignment Maintain for future use.	
		b) Writing Notes to Yourself: Journal Writing (see Appendix A)	Completed assignment Maintain for future use.	
		c) Group Analysis (see Appendix A)	Completed assignment Maintain for future use	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
		d) Developing Main Ideas (see Appendix A)	Completed assignment Maintain for future use	
34.04 Distinguish between relevant and irrelevant facts.	a) Have students complete the exercises in the given resources.	a) Put It In Writing Book 3 pp. 19-21	Completed assignment	
		b) Put It In Writing Activity Book 3 pp. 4-6.	Completed assignment	
	b) Have students review activities from objectives 34.03(c) entitled Developing Main Ideas and Writing Notes to Yourself: Journal Writing. Have students cross off ideas that are irrelevant to their topic.		Completed assignment	
34.05 Organize ideas.	Have students complete exercises in given resource.	Putting Groups of Ideas in Order (see Appendix A)	Completed assignment	
34.06 Decide on best form for writing.	Have students complete the exercise in the given resource.	Types of Writing (see Appendix A)	Completed assignment	

Instructional Objective 35: Given resources, the learner will engage in writing activities.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
35.01	Develop a paragraph according to one main idea.	Have students complete the exercises in the given resources.	a) Put It in Writing - Book 3, lesson 6 pp. 36-38	Completed assignment	
			b) Building Basic Skills in Writing Book 2 "Paragraphs" pp. 109-113	Completed assignment	
35.02	Write effective topic sentences.	Have students complete the exercises in the given resources.	a) Put It In Writing Book 3, lesson 7 pp. 38-41	Completed assignment	
			b) In Your Own Words Vol.1, pp. 63-69	Completed assignment	
35.03	Develop supporting details.	Have students complete the exercises in the given resource.	Put It In Writing Book 3, lesson 8 pp. 41-44	Completed assignment	
35.04	Write introductory, conclusion, and body paragraphs.	Have students complete the exercises in the given resource.	Key Concepts in Composition - G pp. 88-93	Completed assignment	

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
35.05	Write a first draft with emphasis on content.	a) Have students read the sample composition in the given resources.	a) Snacks At School (see Appendix A)	Teacher should discuss the qualities of this well-written paper with the student.	
			b) Discoveries in Reading - pp. 73-76	Completed assignment	
		b) Have students complete exercises in given resources.	a) Key Concepts in Composition - G pp. 84-85, 94-95	Completed assignment Maintain for future revising and editing.	
			b) A Writing Assignment IV (see Appendix A)	A position on the subject matter must be stated. The composition must be organized with a clear beginning, development, and ending. At least 2 reasons with supporting details must be given.	Continued practice using activities involving point-of-view writing. See **Point of View Writing** in Appendix A for additional topics. If paragraph development needs further work, see Key Concepts in Composition - F pp. 64-67

Instructional Objective 36: Using their own writings, the learner will revise information to clarify and enhance meaning.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
36.01	Revise rough draft for content.	Using writing assignments developed in activity 35.05(b), have students make a list of details used in first draft to support main idea and add more detail as necessary.		Teacher should determine whether supporting detail is sufficient.	Continued practice using prewriting techniques of brainstorming, listing, freewritting, etc. to generate additional detail.
36.02	Revise rough draft for coherence.	a) Have students complete the exercises in the given resource.	Connecting and Unifying Thoughts (see Appendix A)	Completed assignment	
		b) Have students circle words in drafts developed in activity 35.05(b) that are unifying words. Revise adding more connecting and transition words as needed.		Teacher should determine whether paper has coherence and shows unity.	Unity, Coherence, and Transition (see Appendix A)

Instructional Objective 37: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, usage, and grammar.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
37.01	Use legible handwriting in final drafts.	Have students use assignments developed in activity 35.05(b) to check for legible handwriting.		Teacher should determine if handwriting is legible.	Improving Your Handwriting
37.02	Use correct agreement of subject/verb and pronoun/antecedent.	Have students use assignments developed in activity 35.05(b) to determine if subjects and verbs are in agreement and pronouns and antecedents are in agreement.		Subjects and verbs should be in agreement as well as pronouns and antecedents.	Language Exercises - Gold Book, p. 77; Strategies for Success Writing pp. 94-97; Building Basic Skills in Writing Book I - p. 137 to "Case" p. 141 and p. 150 "Number" to top of p. 152; Language Exercises - Yellow Book - pp. 53.

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
37.03	Spell words using spelling generalizations and irregular patterns of formation.	Have students use assignments developed in activity 35.05(b) to check for correct spelling.		Teacher should evaluate the extent of spelling difficulty. If there are few problem areas, no remediation is necessary other than having student correct his errors. If spelling problems are severe, see remediation techniques.	Give pre-test for series Target: Spelling If pre-test indicates student needs to complete level 6-7, have him do so.
37.04	Use standard English.	Have students use assignments developed in activity 35.05(b) to check for inappropriate usage such as yourn, theirselves, ain't.		Assignments should contain no examples of substandard English.	
37.05	Capitalize proper nouns and other words.	Have students use assignments developed in activity 35.05(b) to check for capitalization.		All words requiring capital letters should be capitalized.	Language Exercises - Gold Book, pp. 3-6; Strategies for Success Writing - pp. 9-26

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
37.06	Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions and quotations, and use commas and colons.	Have students use assignments developed in activity 35.05(b) to check for proper use of ending punctuation marks, possessives, contractions, quotation marks, abbreviations, complete sentences, commas, and colons.		All ending punctuation marks should be correct. All thoughts should be expressed in complete sentences. All possessives, quotations, contractions, and abbreviations should indicate the correct use of punctuation marks. Commas and colons should be used correctly.	Strategies for Success Writing pp. 27-44; Language Exercises - Gold Book, pp. 7-11, 26-29, 41-43, 61-63; Language Competency Cabinet - module 840 - Plato Basic Skills/Grammar Disk 13 Lesson 1
37.07	Use correct forms of singular and plural nouns and regular and irregular verbs.	Have students use assignments developed in activity 35.05(b) to check for correct formation of singular and plural nouns and regular and irregular verbs.		All plural nouns should be formed correctly and all regular and irregular verbs should be formed correctly.	Language Competency Cabinet - Modules 120 and 121; Plato Basic Skills/Grammar Disk 11

Instructional Objective 38: Using their own revised writings, the learner will participate in publishing pieces of writing for an identified audience.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
38.01 Share a piece of writing through publication.	Have students determine which revised draft of the assignment written for activity 35.05(b) entitled **A Writing Assignment** is the draft to be submitted for publication. Have final version collected for inclusion in a personal book of writing. (Copies can later be bound and made available in a classroom or school library.		Completed assignment	

Instructional Objective 39: Given resources, the learner will use prewriting as the first step in the writing process.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
39.01 Determine topic, purpose, and appropriate audience for writing.	Have students complete exercises in given resource.	a) Choosing a Topic (see Appendix A)	Completed assignment	
		b) Developing Key Concepts in Composition - G pp. 26-27	Completed assignment If teacher determines repeated instruction in developing a sense of audience is necessary, see remediation techniques.	Writing for Various Audiences (see Appendix A)
39.02 Use the prewriting techniques of viewing, listing, reading, interviewing, note taking, and free writing.	a) Have students view a movie, filmstrip, or video as a prewriting activity for writing a review. Have students take notes on the presentation as it is being viewed.		Completed assignment Maintain for future use.	
	b) Have students research information on the N.C. governor's term of office as a prewriting activity for writing a persuasive essay. Have students take notes on the material being read.		Completed assignment Maintain for future use.	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
	c) Have students take notes while interviewing a N.C. governmental figure concerning local or state issues as a prewriting activity for writing a persuasive essay.		Completed assignment Maintain for future use.	
	d) Have students select a controversial issue about which they are knowledgeable. The issue could relate to government, local politics, school, or any other topic personal interest. Have students state a personal point of view and then list reasons for their beliefs.		Completed assignment Maintain for future use.	
	e) Have students complete the exercises in the given resource.	Generating Ideas (see Appendix A)	Completed assignment Maintain for future use.	
39.03 Distinguish between fact and opinion.	Have students complete the exercises in the given resources.	a) Discoveries in Reading pp. 44-45	Completed assignment	
		b) Critical Thinking for Adults - p. 20	Completed assignment	

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
39.04	Analyze information and form judgments.	Have students complete the exercise in the given resource.	Analyzing Information (see Appendix A)	Completed assignment	
39.05	Organize ideas.	Have students complete the exercises in the given resource.	Critical Thinking for Adults - pp. 9, 21, 60-61	Completed assignment	

Instructional Objective 40: Given resources, the learner will engage in writing activities.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
40.01 Write effective topic sentences.	Have students complete the exercises in the given resources.	a) English Skills by Objectives Book 3 pp. 210-214 "Recognizing Topic Sentences" and pp. 214-215 "Exercise for Subskill 8A"	Completed assignment	English Skills by Objectives Book 3 pp. 215-218 "Supplemental Exercise for Subskill 8A"
		b) English Skills by Objectives Book 3 pp. 218-220 "Writing Effective Topic Sentences" and pp. 220-221 "Exercise for Sub-Skill 8B"	Completed assignment	English Skills by Objectives-pp. 222-223 "Supplemental Exercise for Subskill 8B"

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
40.02 Develop a paragraph according to one main idea.	Have students complete the exercises in the given resources.	a) _English Skills by Objectives Book 3_ p. 223 "Organizing a Paragraph and Linking Its Sentences" to top of p. 226	Completed assignment	
		b) _English Skills by Objectives Book 3_ pp. 236-238 Subskill 8E and pp. 239-240 Exercise for Subskill 8E	Completed assignment	_English Skills by Objectives_ Book 3 pp. 240-242 "Supplemental Exercise for Subskill 8E"
40.03 Develop supporting details.	Have students complete the exercises in the given resources.	a) _English Skills by Objectives -_ Book 3 pp. 232-233 Subskill 8D and pp. 234-235 Exercise for Subskill 8D	Completed assignment	_English Skills by Objectives_ - Book 3 pp. 235-236 "Supplemental Exercise for Subskill 8D"

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
40.04 Write introductory, conclusion, and body paragraphs.	Have students complete the exercises in the given resource.	Writing A Paper (see Appendix A)	Completed assignment	
40.05 Write a first draft with emphasis on content.	a) Have students read the sample composition in the given resource.	Dear Producer (see Appendix A)	Completed assignment Teacher should discuss the qualities of this well-written paper with the student.	
	b) Have students complete the exercises in the given resources.	a) Discoveries in Reading - pp. 81-84	Completed assignment	
		b) In Your Own Words Vol. 2 pp. 57-63	Completed assignment	
		c) A Writing Assignment V (see Appendix A)	A position on the subject matter must be stated. The composition must be organized with a clear beginning, development, and ending. At least 2 reasons with supporting details must be given. Maintain for future revising, editing, and publishing.	Continued practice using activities involving persuasive writing. See text Write It Down - Book D lesson 16 and Book E lessons 5 and 15. If paragraph development needs further work, see Developing Key Concepts in Composition - Book G - review pp. 88-93

Instructional Objective 41: Using their own writings, the learner will revise information to clarify and enhance meaning.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
41.01 Revise rough draft for content.	Using writing assignment developed in activity 40.05(b) part (c), have students make list of details used in first draft to support main idea and add more detail as necessary.		Teacher should determine whether supporting detail is sufficient.	Continued practice using prewriting techniques of free writing, note taking, listing, etc. to generate additional detail
41.02 Revise rough draft for coherence.	a) Have students complete the exercise in the given resource.	Connected and Unifying Thoughts (see Appendix A)	Completed assignment	
	b) Have students circle words in draft developed in activity 40.05(b) part (c) that are unifying words. Revise adding more connecting words as needed.		Teacher should determine whether paper has coherence and shows unity.	Unity, Coherence, and Transition (see Appendix A)

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
41.03 Improve maturity level of sentence construction.	a) Have students complete the exercises in the given resources.	a) In Your Own Words - Vol. I pp. 37-55	Completed assignment	
		b) Sentence Combining (see Appendix A)	Completed assignment	
	b) Have students review draft developed in activity 40.05(b) part (c) to determine whether sentence construction can be improved by sentence expansion, sentence variation, or sentence combining.		Teacher should determine whether maturity level of sentence construction is sufficient for student's ability level.	Continued practice using exercises from Sentencecraft A Course In Sentence-Combining

Instructional Objective 42: Using their own writings, the learner will edit information for capitalization, punctuation, spelling, letter formation, usage, and grammar.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
42.01 Use legible handwriting in final drafts.	Have students use assignment developed in activity 40.05(b) part (c) to check for legible handwriting.		Teacher should determine if handwriting is legible.	Improving Your Handwriting
42.02 Use correct agreement of subject/verb and pronoun/antecedent.	Have students use assignment developed in activity 40.05(b) part (c) to determine if subjects and verbs are in agreement and pronouns and antecedents are in agreement.		Subjects and verbs should be in agreement as well as pronouns and antecedents.	English Skills by Objectives - Book 2 pp. 216-220; Language Exercises - Yellow Book, pp. 59, 62-64; Language Exercises - Green Book p. 89
42.03 Spell words using spelling generalizations and irregular patterns of formation.	Have students use assignment developed in activity 40.05(b) part (c) to check for correct spelling.		Teacher should evaluate the extent of spelling difficulty. If there are few problem areas, no remediation is necessary other than having student correct his errors. If spelling problems are severe, see remediation techniques.	Gateways to Correct Spelling

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
42.04	Use standard English.	Have students use assignment developed in activity 40.05(b) part (c) to check for inappropriate usage such as yourn, theirselves, ain't, etc.		Assignment should contain no examples of substandard English.	
42.05	Capitalize proper nouns and other words.	Have students use assignment developed in activity 40.05(b) part (c) to check for capitalization.		All words requiring capital letters should be capitalized.	Language Exercises - Green Book pp. 3-5
42.06	Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions, and quotations, and use commas, colons, and semicolons.	Have students use assignment developed in activity 40.05(b) part (c) to check for proper use of ending punctuation marks, possessives, contractions, quotation marks, abbreviations, complete sentences, commas, colons, and semicolons.		All ending punctuation marks should be correct. All thoughts should be expressed in complete sentences. All possessives, quotations, contractions, and abbreviations should indicate the correct use of punctuation marks. Commas, colons, and semicolons should be used correctly.	Plato Basic Skills/Grammar Disk 10; Language Exercises Green Book pp. 6-7, 9, and 13; Language Exercises Yellow Book pp. 8-9; English Skills By Objectives - Book 2 Subskill 2B pp. 47-50

Instructional Objective 43: Using their own revised writings, the learner will participate in publishing pieces of writing for an identified audience.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
43.01 Share a piece of writing through publication.	Have students determine which revised draft written for activity 40.05(b) part (c) entitled "A Writing Assignment" is the draft to be submitted for publication. Have final version posted on class bulletin board.		Completed assignment	

Instructional Objective 44: Given resources, the learner will develop writing proficiency through the writing process, beginning with prewriting activities.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
44.01 Determine topic, purpose, and appropriate audience	Have students complete exercises in given resources.	a) GED Writing Sample- pp. 9-15	Completed assignment	
		b) Purpose and Audience in Writing (see Appendix A)	Completed assignment	
44.02 Use the prewriting techniques of brainstorming, listing, journal writing, free writing, reading, and note taking.	Have students complete exercises in given resources.	a) GED Writing Skills Test - pp. 149-150 and Suggested Journal Topics (see Appendix A)	Completed assignment	
		b) Experience Portfolio II (see Appendix A)	Completed assignment Maintain for future use.	
		c) GED Writing Skills Test Lesson 3 pp. 154-157	Completed assignment Maintain for future use.	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
		d) GED Writing Sample - pp. 17-23	Completed assignment	
		e) Fields of Inquiry (see Appendix A)	Completed assignment Maintain for future use.	
44.03 Distinguish between relevant and irrelevant facts.	Have students complete exercises in given resources.	a) Critical Thinking for Adults - p. 13	Completed assignment	
		b) Mini-Course Module 16A Paragraph Development Execise 10	Completed assignment	
44.04 Distinguish between fact and opinion.	Have students complete the exercise in given resource.	Springboard for Passing the GED Writing Skills Test - pp. 141 to "On the Springboard" p. 143	Completed assignment	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
44.05 Analyze information and form judgments.	Using newspapers and periodicals, have students select articles to analyze that contain problem situations. Have them form judgments or opinions of their own after reading the information.		Teacher should discuss student's analysis of problem and opinion with him.	
44.06 Organize ideas.	Have students complete exercises in given resources.	a) GED Writing Sample - pp. 25-40	Completed assignment	
		b) Writing Skills New GED Test I - pp. 170-173	Completed assignment	
		c) Cambridge Program for the Writing Skills Test - pp. 157-159 Lesson 4	Completed assignment	

Instructional Objective 45: Given resources, the learner will develop proficiency in the writing process by composing first drafts.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
45.01 Write effective topic sentences.	Have students complete exercises in given resources.	a) Springboard for Passing the GED Writing Skills Test, p. 118 to "Supporting Details" p. 119	Completed assignment	
		b) Mini-Course Module 1 Organizing Your Writing Topic 2	Completed assignment	Plato High School Writing Course VIII Disk 1 Lesson 1
45.02 Develop supporting details.	Have students complete exercises in given resources.	a) Springboard for Passing the GED Writing Skills Test - pp. 119-120 "Supporting Details" and p. 139	Completed assignment	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
		b) Mini-Course Module 1 Organizing Your Writing Topic 3	Completed assignment	
45.03 Develop paragraphs according to one main idea using one of the following patterns of organization: cause-effect, comparison-contrast, simple listing.	Have students complete exercises in given resources.	a) Springboard for Passing the GED Writing Skills Test - pp. 131-138	Completed assignment	
45.04 Write introductory, conclusion, and body paragraphs.	Have students complete exercises in given resources.	a) GED Writing Sample - pp. 41-67	Completed assignment	
		b) Springboard for Passing the GED Writing Skills Test - p. 121 to "Transitions" p. 128	Completed assignment	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
45.05 Summarize expository material.	Have students complete the exercises in the given resource.	Summarizing (see Appendix A)	Teacher should discuss written summaries with students evaluating the student's ability to distinguish between main and subordinate ideas and his ability to accurately reflect the intended message of the article.	
45.06 Write a first draft in a variety of modes: (point of view, persuasion-simplified, and expository) with emphasis on content.	a) Have students read the sample composition in the given resource.	The Case Against Air Bags (see Appendix A)	Completed assignment The teacher should discuss the qualities of the well-written paper with the student.	
	b) Have students complete the exercises in the given resources.	a) GED Writing Sample - pp. 82-95	The composition must clearly state a purpose or point of view in a thesis sentence. It must be arranged with a clear beginning, development, and ending. The thesis sentence must be developed with adequate reasons and supporting details. Maintain for future revising, editing, and publishing.	

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
		b) Cambridge Program for the Writing Skills Test - p. 171 to Lesson 1 Activity p. 175	See evaluation in part a above	
		c) A Writing Assignment VI (see Appendix A)	See evaluation in part a above	Continued practice using activities involving expository writing. If paragraph development needs further work, see Mini-Course Module 16A Paragraph Development
45.07 Complete commonly used forms.	Have students select and complete forms applicable to their area of interest.	Filling Out Forms - selected pages	Teacher should determine whetner forms are completed correctly and written legibly and whether correct capitalizetion, punctuation, and spelling is used.	Language Competency Cabinet - Module 610
45.08 Compose letters.	a) Have students complete exercises in given resources.	a) Plato Basic Skills/ Grammar Disk 16	Completed assignment	
	b) Have student compose examples of several different types of letters applicable to their area of interest.	b) Language Exercises - Green Book pp. 113-115	Letters should contain proper format along with correct capitalization, punctuation, spelling, and grammar, and legible handwriting.	Language Competency Cabinet - modules 510 and 520

Instructional Objective 46: Using their own writings, the learner will develop proficiency in the writing process by revising first and subsequent drafts.

Indicators		Learning Activities	Resources	Evaluation Criteria	Remediation
46.01	Revise rough draft for content and fluency.	Using writing assignments developed in activity 45.06(a), (b), and (c), have students make lists of details used in first drafts to support main ideas and add more detail as necessary.		Teacher should determine whether supporting details are sufficient and whether they offer substantive support for the purpose of the paper. Writing should exhibit fluency.	Continued practice using prewriting techniques of brainstorming, listing, and free writing.
46.02	Revise rough draft for coherence, unity, and consistent point of view (if applicable).	a) Have student complete exercises in given resources.	a) *Springboard for Passing the GED Writing Skills Test* - p. 128 "Transitions" to "On the Springboard" - p. 130	Completed assignment	
			b) Plato High School Writing Course VIII Disk 3 lesson 4	Completed assignment	
		b) Have students circle words in drafts developed in activities 45.06(a), (b), and (c) that are unifying words. Revise adding more connecting and transition words as needed.		Teacher should determine whether paper has coherence and shows unity.	Mini-Course Module 3 - Unity and Module 4 Coherence

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
46.03 Improve maturity level of written work through use of sentence combining, word choice, figurative language, and sentence construction.	a) Have students complete exercises in given resources.	a) Springboard for Passing the GED Writing Skills Test - p. 144 to "On the Springboard" - p. 145	Completed assignment	
		b) Plato High School Writing Course VI Disk 4	Completed assignment	
		c) Writing Skills New GED Test I p. 148 through Exercise 18 p. 150; "Compounding Simple Sentences" pp. 41-43; pp. 128-131; and pp. 139-142 "Linking Dependent Clauses"	Completed assignment	
	b) Have students review drafts developed in activities 45.06(a), (b), and (c) to determine if maturity level of essays can be improved.		Teacher should determine whether maturity level of writing is sufficient for passing the GED essay test.	Continued practice using exercises from Sentence Combining: A Composing Book

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
46.04 Revise rough draft for specificity.	a) Have students complete exercise in given resource.	Springboard for Passing the GED Writing Skills Test - p. 147 "Make Sure Every Word Is Necessary" to "On the Springboard" p. 149	Completed assignment	
	b) Have students review assignments developed in activities 45.06(a), (b), and (c) to determine whether essays have specificity in expressing ideas.		Teacher should evaluate essays to determine whether specificity of ideas can be improved.	

Instructional Objective 47: Using their own writings, the learner will develop writing proficiency through the writing process by editing revised drafts.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
47.01 Use legible handwriting in final drafts.	Have students use assignments developed in activities 45.06(a), (b), and (c) to check for legible handwriting.		Teacher should determine if handwriting is legible.	Improving Your Handwriting
47.02 Use correct sentence structure.	Have students use assignments developed in activities 45.06(a), (b), and (c) to check for correct sentence structure.		Thoughts should be expressed in complete sentences with proper coordination, subordination, clarity, modification, and parallelism.	Cambridge Program for the Writing Skills Test pp. 55-74
47.03 Use correct agreement of subject and verb.	Have students use assignments developed in activities 45.06(a), (b), and (c) to determine if subjects and verbs are in agreement.		Subjects and verbs should be in agreement.	Cambridge Program for the Writing Skills Test pp. 25-35; Plato High School Writing Course III - Disk 5

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
47.04 Use correct pronoun reference.	Have students use assignments developed in activities 45.06(a), (b), and (c) to determine if pronoun references are correct.		Pronouns and antecedents should be in agreement.	Cambridge Program for the Writing Skills Test pp. 46-53; Plato High School Writing Course IV - Disk 5
47.05 Spell words using spelling generalizations and irregular patterns of formation.	Have students use assignments developed in activities 45.06(a), (b), and (c) to check for correct spelling.		Teacher should evaluate the extent of spelling difficulty. If there are few problem areas, no remediation is necessary other than having student correct his errors. If spelling problems are severe, see remediation techniques.	Cambridge Program for the Writing Skills Test - p. 101 Lesson 5 to p. 108 Note: Activities can be developed using the Master List of Frequently Misspelled Words; Plato High School Writing Course I Disk 3

	Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
47.06	Spell and use possessives, contractions, and homonyms correctly.	Have students use assignments developed in activities 45.06(a), (b), and (c) to check for correct spelling and use of possessives, contractions, and homonyms.		Possessives, contractions, and homonyms should be spelled and used correctly.	*Cambridge Program for the Writing Skills Test* - p. 93 Lesson 2 to Lesson 5, p. 101
47.07	Capitalize proper nouns and other words.	Have students use assignments developed in activities 45.06(a), (b), and (c) to check for capitalization.		All words requiring capital letters should be capitalized.	*Cambridge Program for the Writing Skills Test* - pp. 75-82
47.08	Insert punctuation marks where needed.	Have students use assignments developed in activities 45.06(a), (b), and (c) to check for punctuation.		All use of punctuation marks should be correct.	*Cambridge Program for the Writing Skills Test* - p. 83 to Skill 3 p. 91
47.09	Use correct verb tense.	Have students use assignments developed in activities 45.06(a), (b), and (c) to check for correct verb tense.		Verb tenses and forms should be correct.	*Cambridge Program for the- Writing Skills Test* - pp. 36-45

Instructional Objective 48: Using their own writings, the learner will develop writing proficiency through the writing process by publishing revised and edited writing.

Indicators	Learning Activities	Resources	Evaluation Criteria	Remediation
48.01 Share a piece of writing through publication.	Have students determine which revised draft of either activity 45.06(a), (b), or (c) is the draft to be submitted for publication. Have final version posted on class bulletin board.		Completed assignment	

TESTING PROCEDURES

Level I - A, B, C, D		(grade levels K, 1, 2, and 3)
	Step 1	Administer Preliminary Attitude Survey
	Step 2	Use either Slosson Oral Reading Test or Schonell's Graded Word Reading Test to determine approximate reading level
	Step 3	Use Stanford Achievement Test Reading (either Primary I [1.5-2.9] or Primary 2 [2.5-3.9] to determine more exact reading level
	Step 4	Administer Stanford Writing Assessment Program Primary 3
	Step 5	Administer TABE (Tests of Adult Basic Education) Form E to diagnose English skills
(Optional)	Step 6	Administer Peabody Picture Vocabulary Test to determine whether or not student has weakness in oral vocabulary
	Step 7	Pre-Test

Note: You may choose any one of the titles on the following pre-test. Use the criteria below as your evaluation measure.

Criteria

a. ability to generate ideas

b. ability to write clear topic sentences

c. ability to express imagination and build interest and suspense into a story

d. sufficient detail to create interest and enhance meaning/detail should be arranged in proper order and answer questions who, what, why, when, where/detail should be arranged into a clear beginning, middle, and ending

e. ability to use synonyms and more specific words to improve maturity level of writing

f. legible handwriting

g. correct spelling, capitalization, and punctuation

1. Narrative Writing Pre-Test

* * * * * Instruction * * * * *

Step 8 a) Repeat pre-test using exercises and criteria from step 7 as a post-test

b) Post-test

  1) Narrative Writing Post-Test (Use Narrative Writing Scoring Guide)

NARRATIVE WRITING

Pre-Test

This is a test to find out how well you write. You may choose any one of the titles listed below. As you write your paper, remember to:

- * Arrange all ideas and details in order.
- * Use words to answer the questions who, what, why, when, and where.
- * Have a clear beginning, middle, and ending.
- * Include enough detail to make your story interesting.
- * Check to be sure you are writing good sentences.
- * Use correct grammar, spelling, punctuation, and capitalization.
- * Write your answer on another sheet of paper.

- Between Two Doors
- One Afternoon
- Drowned Out
- A Long Way Down
- At Home
- The Long Night

NARRATIVE WRITING

Post-Test

This is a test to find out how well you write. You may choose any one of the titles listed below. As you write your paper, remember to:

- Arrange all ideas and details in order.
- Use words to answer the questions who, what, why, when, and where.
- Have a clear beginning, middle, and ending.
- Include enough detail to make your story interesting.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.
- Write your answer on another sheet of paper.

- Sensing Danger
- The Most Dangerous Game
- An Old House
- The Storm
- Yesterday
- Three Wishes

NARRATIVE WRITING

Scoring Guide

4 = The response exhibits a strong command of narrative writing. The writer has consistently focused on the topic and has given sufficient detail to create a high degree of interest. Responses contain mature level of word choice. The writer's organization provides a clear strategy or controlled plan and overall completeness. The composition is unified.

3 = The response exhibits a reasonable command of narrative writing. The writer has focused on the topic and has expressed ideas well enough to create interest. The composition is generally coherent although minor weaknesses in coherence may be present. The writer's organization provides a reasonable sense of logical progression and overall completeness.

2 = The response exhibits weakness of narrative writing. The writer has focused on the topic and has attempted to express his ideas. Some "2" responses may lose focus and/or there may be losses in the progression of the ideas, but overall, there is some sense of strategy. Some may consist of a list of unrelated thoughts, and others may contain few thoughts, some of which are explained, but the explanation is sparse.

1 = The response exhibits a lack of command of narrative writing. There is evidence that the writer has read the prompt and has attempted to respond to it. There may be little or no sense of focus, and/or the writer has given few ideas. Many of these responses exhibit no organizational strategy for sense of control of the writing. Other responses may demonstrate organization control but the ideas are not clearly related to the task or to each other.

NS = This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, restatements of the prompt, and responses that are off topic or incoherent.

Adapted from scoring guides published by Research and Testing Services, N. C. Department of Public Instruction.

Level I-E, II-A		(grade levels 4 and 5)
	Step 1	Administer Preliminary Attitude Survey
	Step 2	Use either Slosson Oral Reading Test or Schonell's Graded Word Reading Test to determine approximate reading level
	Step 3	Use Stanford Achievement Test Reading (either Primary 3 [3.5-4.9] or Intermediate I [4.5-5.9] to determine more exact reading level)
	Step 4	Administer Stanford Writing Assessment Program Intermediate I
	Step 5	Administer TABE (Tests of Adult Basic Education) Form M to diagnose English skills
(Optional)	Step 6	Administer Peabody Picture Vocabulary Test to determine whether or not student has weakness in oral vocabulary
	Step 7	Pre-Test

Complete Pre-Tests A & B Descriptive and Clarification Writing. Use the criteria below as your evaluation measure.

Criteria: clarification writing

a. ability to generate ideas

b. arrangement of ideas into a clear beginning, development, and ending

c. stated position

d. well-developed reasons and supporting details

e. coherence

f. legible handwriting

g. correct agreement of subject and verb

h. correct spelling, capitalization, and punctuation

Criteria: descriptive writing

a. ability to generate ideas

b. arrangement of ideas into a clear beginning, development, and ending

c. specific descriptive detail involving visual, tactile, auditory, and emotional images

d. coherence

e. legible handwriting

f. correct agreement of subject and verb

g. correct spelling, capitalization, and punctuation

*** * * * * Instruction * * * * ***

Step 8

a) Repeat pre-tests using exercises and criteria from step 7 as a post-test

b) Post-test

Complete Post-Tests A & B Descriptive and Clarification Writing. (Use Descriptive and Clarification Writing Scoring Guides.)

PRE-TESTS A & B DESCRIPTIVE AND CLARIFICATION WRITING

Pre-Test A

This is a test to find out how well you write. The pre-test has one question which asks you to explain why you feel a certain way about something. As you write your paper, remember to:

- Name the subject on which you are writing.
- Give reasons why you feel the way you do and explain those reasons.
- Write in complete paragraphs.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.
- Write your answer on another sheet of paper.

> Choose the age that you would like to be if you could choose any one. Tell why you would like to be that age.

Pre-Test B

This pre-test has one question which asks you to describe a subject. As you write your paper, remember to:

- Identify the subject you are going to describe.
- Use words that will help your reader picture what you are describing.
- Write in paragraph form.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.
- Write your answer on another sheet of paper.

> Describe your favorite place to visit in the summer.

POST-TESTS A & B DESCRIPTIVE AND CLARIFICATION WRITING

Post-Test A

This is a test to find out how well you write. The post-test has one question which asks you to explain why you feel a certain way about something. As you write your paper, remember to:

- * Name the subject on which you are writing.
- * Give reasons why you feel the way you do and explain those reasons.
- * Write in complete paragraphs.
- * Check to be sure you are writing good sentences.
- * Use correct grammar, spelling, punctuation, and capitalization.
- * Write your answer on another sheet of paper.

Choose a friend that you like. Tell why you like this friend.

Post-Test B

This post-test has one question which asks you to describe a subject. As you write your paper, remember to:

- * Identify the subject you are going to describe.
- * Use words that will help your reader picture what you are describing.
- * Write in paragraph form.
- * Check to be sure you are writing good sentences.
- * Use correct grammar, spelling, punctuation, and capitalization.
- * Write your answer on another sheet of paper.

Describe the most beautiful scene in nature that you have ever witnessed.

DESCRIPTIVE WRITING

Scoring Guide

4 = The response exhibits a strong command of descriptive writing. The writer has consistently focused on the topic and has effectively identified and described it. The writer's organization provides a clear strategy or controlled plan and overall completeness. The composition is unified. Many of these responses describe the topic using elaborated details. Other responses have a narrow focus that includes well developed descriptions of several features.

3 = The response exhibits a reasonable command of descriptive writing. The writer has focused on the topic and has provided sufficient elaborated description to reasonably describe it, although additional descriptive information would strengthen the composition's development. The writer's organization provides a reasonable sense of logical progression and overall completeness. The composition is generally coherent, although minor weaknesses in coherence might be present.

2 = The primary focus of the response is a description of the topic although the writer may drift from the focus. Some of these responses will contain many bare details while others will have a few details, some of which are elaborated. There may be lapses in the progression of the ideas, but overall, there is some sense of strategy and control.

1 = There is evidence that the writer has read the prompt and attempted to respond to it. There may be little or no sense of focus on the topic, and/or the writer has provided few details. Many of these responses exhibit no strategy or sense of control of the writing. Others may have language problems so severe that they interfere with the meaning although there may be evidence of numerous details. Some responses demonstrate control, but the description is too sparse for the response to be scored higher than "1." Other responses contain a few details, but the primary focus of the composition is something other than a description of the topic.

NS = This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, restatements of the prompt, and responses that are off topic or incoherent.

Adapted from scoring guides published by Research and Testing Services, N. C. Department of Public Instruction.

CLARIFICATION WRITING

Scoring Guide

4 = The response exhibits a strong command of clarification writing. The writer has consistently focused on the topic and has given reasons and elaboration. Some responses give many reasons with some elaboration, while others give a few well developed reasons. The writer's organization provides a clear strategy or controlled plan and overall completeness. The composition is unified.

3 = The response exhibits a reasonable command of clarification writing. The writer has focused on the topic and has given reasons. Some responses contain one or two well elaborated reasons or an extended list of reasons with little elaboration. The composition is generally coherent although minor weaknesses in coherence may be present. The writer's organization provides a reasonable sense of logical progression and overall completeness.

2 = The response exhibits weakness of clarification writing. The writer has focused on the topic and has attempted to establish reasons. Some "2" responses may lose focus and/or there may be losses in the progression of the ideas, but overall, there is some sense of strategy. Some may consist of a list of unelaborated reasons, and others may contain few reasons, some of which are elaborated, but the elaboration is sparse.

1 = The response exhibits a lack of command of clarification writing. There is evidence that the writer has read the prompt and has attempted to respond to it. There may be little or no sense of focus on a topic, and/or the writer has given no clear reasons or a few bare reasons. Many of these responses exhibit no organizational strategy or sense of control of the writing. Other responses may demonstrate organizational control but the details and/or reasons are vague or not clearly related to the task.

NS = This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, restatements of the prompt, and responses that are off topic or incoherent.

Adapted from scoring guides published by Research and Testing Services, N. C. Department of Public Instruction.

Level II - B, C, D (grade levels 6, 7, and 8)

Step 1 Administer Preliminary Attitude Survey

Step 2 Use either Slosson Oral Reading Test or Schonell's Graded Word Reading Test to determine approximate reading level

Step 3 Use Stanford Achievement Test Reading (either Intermediate 2 [5.5-7.9] or Advanced [7.0-9.9] to determine more exact reading level)

Step 4 Administer Writing Proficiency Program Intermediate System Writing Exercises 1 and 3

Step 5 Administer TABE (Tests of Adult Basic Education) Form D to diagnose English skills

(Optional) Step 6 Administer Peabody Picture Vocabulary Test to determine whether or not student has weakness in oral vocabulary

Step 7 Pre-Test

Complete each of the following pre-tests. Use the criteria listed below as your evaluation measures:

1) Pre-Test Descriptive Writing
2) Pre-Test Clarification Writing
3) Pre-Test Point-of-View Writing
4) Pre-Test Persuasive Writing

Criteria: clarification writing

a. ability to generate ideas
b. arrangement of ideas into a clear beginning, development, and ending
c. stated position
d. effective topic sentences
e. well-developed reasons and supporting details
f. coherence
g. legible handwriting

h. correct agreement of subject and verb and pronoun and antecedent

i. correct spelling, capitalization, and punctuation

Criteria: descriptive writing

a. ability to generate ideas

b. arrangement of ideas into a clear beginning, development, and ending

c. specific descriptive detail involving visual, tactile, auditory, and emotional images

d. coherence

e. legible handwriting

f. correct agreement of subject and verb and pronoun and antecedent

g. correct spelling, capitalization, and punctuation

Criteria: point-of-view writing

a. ability to generate ideas

b. ability to form judgments

c. effective topic sentences

d. arrangement of ideas into a clear beginning, development, and ending

e. well-developed reasons and supporting details

f. stated position

g. coherence

h. legible handwriting

i. correct agreement of subject/verb and pronoun/antecedent

j. correct spelling, capitalization, and punctuation

k. correct forms of singular and plural nouns and regular and irregular verbs

Criteria: persuasive writing

a. ability to generate ideas

b. ability to form judgments

c. effective topic sentences

d. arrangement of ideas into a clear beginning, development, and ending

e. well-developed reasons and supporting details

f. stated position

g. coherence

h. diction: mature level of word choice and sentence construction

i. legible handwriting

j. correct agreement of subject and verb and pronoun and antecedent

k. correct spelling, capitalization, and punctuation

*** * * * * Instruction * * * * ***

Step 8

a) Repeat pre-tests using exercises and criteria from step 7 as a post-test

b) Post-test

Complete each of the following post tests.

1) Post-Test Descriptive Writing (Use Descriptive Writing Scoring Guide)

2) Post-Test Clarification Writing (Use Clarification Writing Scoring Guide)

3) Post-Test Point-of-View Writing (Use Point-of-View Writing Scoring Guide)

4) Post-Test Persuasive Writing (Use Persuasive Writing Scoring Guide)

PRE-TEST DESCRIPTIVE WRITING

This is a test to find out how well you write. The pre-test has one question which asks you to describe a subject. As you write your paper, remember to:

- * Identify the subject you are going to describe.
- * Use words that will hep your reader picture what you are describing.
- * Write in paragraph form.
- * Check to be sure you are writing good sentences.
- * Use correct grammar, spelling, punctuation, and capitalization.
- * Write your answer on another sheet of paper.

Describe a snowfall.

PRE-TEST CLARIFICATION WRITING

This is a test to find out how well you write. The test has one question which asks you to explain why you feel a certain way about something. As you write your paper, remember to:

- Name the subject on which you are writing.
- Give reasons why you feel the way you do and explain those reasons.
- Write in complete paragraphs.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.
- Write your answer on another sheet of paper.

Choose a person whom you think deserves praise for hard work. Tell why you think they deserve praise.

PRE-TEST POINT-OF-VIEW WRITING

This is a test to find out how well you write. The pre-test has one question which asks you to state a position on a subject. As you write your paper, remember to:

- ★ State your position on the subject.
- ★ Give at least two reasons along with supporting details that explain your position.
- ★ Write in paragraph form.
- ★ Check to be sure you are writing good sentences.
- ★ Use correct grammar, spelling, punctuation, and capitalization.
- ★ Write your answer on another sheet of paper.

Young people should/should not save their money.

PRE-TEST PERSUASIVE WRITING

This is a test to find out how well you write. The pre-test has one question which asks you to try to convince or persuade someone else to agree with your position. As you write your paper, remember to:

- State your position on the subject.
- Give at least two reasons along with supporting details that explain your position.
- Write so that you convince other people you are right.
- Write in paragraph form.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, capitalization, and punctuation.
- Write your answer on another sheet of paper.

Give one change you would make in the way your school is run. Tell what change is needed and explain why you think it should be made.

POST-TEST DESCRIPTIVE WRITING

This is a test to find out how well you write. The post-test has one question which asks you to describe a subject. As you write your paper, remember to:

- Identify the subject you are going to describe.
- Use words that will help your reader picture what you are describing.
- Write in paragraph form.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, punctuation and capitalization.
- Write your answer on another sheet of paper.

Describe a favorite food and describe how it smells, looks, and tastes.

POST-TEST CLARIFICATION WRITING

This is a test to find out how well you write. The post-test has one question which asks you to explain why you feel a certain way about something. As you write your paper, remember to:

- * Name the subject on which you are writing.
- * Give reasons why you feel the way you do and explain those reasons.
- * Write in complete paragraphs.
- * Check to be sure you are writing good sentences.
- * Use correct grammar, spelling, punctuation, and capitalization.
- * Write your answer on another sheet of paper.

> If you could put on a magic hat to make you anyone you would like to be, who would you like to be? Name the person and tell why.

POST-TEST PERSUASIVE WRITING

This is a test to find out how well you write. The post-test has one question which asks you to try to convince or persuade someone else to agree with your position. As you write your paper, remember to:

- State your position on the subject.
- Give at least two reasons along with supporting details that explain your position.
- Write so that you convince other people you are right.
- Write in paragraph form.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, capitalization, and punctuation.
- Write your answer on another sheet of paper.

Think of one law that you think should be changed. Tell what the law change is and why you think this should be done.

POST-TEST POINT-OF-VIEW WRITING

This is a test to find out how well you write. The post-test has one question which asks you to state a position on a subject. As you write your paper, remember to:

- State your position on the subject.
- Give at least two reasons along with supporting details that explain your position.
- Write in paragraph form.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.
- Write your answer on another sheet of paper.

Video games should/should not be allowed in public places.

PERSUASIVE SCORING GUIDE

4 = The response exhibits a strong command of persuasive writing. The writer has identified the subject matter, has taken a positive position about the subject matter, and has appropriately and effectively presented persuasive information in support of the position that he/she has taken. The writer's organization provides a clear sense of logical progression and overall completeness. The composition is coherent.

3 = The response exhibits a reasonable command of persuasive writing. Most of these responses will have two or more adequately elaborated reasons. However, some responses may have one reason which is well developed and well articulated. The writer has a sense of audience and has attempted to establish rapport with that audience through the use of persuasive argument. The writer's organization provides a reasonable sense of logical progression. The response is generally coherent and complete overall, although minor weaknesses are present.

2 = The response exhibits weakness of persuasive writing. The writer has stated a position and has presented reasons in support of that position. Some of these responses will contain two reasons with some elaboration. Others may have only one reason, but that reason is moderately well elaborated. Still others are merely lists of reasons without elaboration. These responses may be poorly organized and may not establish a logical progression. Some responses introduce ideas which are not explained or related to the argument, causing the reader to make inferences.

1 = The response exhibits a lack of command of persuasive writing. There is evidence that the writer has read the prompt and has attempted to respond to it. There may be little or no sense of focus on the subject, and/or the writer has provided little or no clear cause for the position. Many of these responses exhibit no strategy or sense of control, while others demonstrate control but support the position with only one or two unelaborated reasons.

NS = This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, restatements of the prompt, and responses that are off topic or incoherent.

Adapted from scoring guides published by Research and Testing Services, N. C. Department of Public Instruction.

POINT-OF-VIEW SCORING GUIDE

4 = The response exhibits a strong command of point-of-view writing. The writer has stated a position about the subject matter, and has clearly, appropriately and effectively presented information in support of the position that he/she has taken. The writer's organization provides a clear sense of logical progression and overall completeness. The composition is coherent.

3 = The writer has stated a position and has presented elaborated reasons in support of that position. Most of these responses will have two adequately elaborated reasons, one reason which is well developed and well articulated or an extended list with slight elaboration. Some responses may contain 3 or more adequately elaborated reasons, but they are flawed in some manner such as containing somewhat elaborated qualifications of the position that may dilute the strength of the response. The writer's organization provides a reasonable sense of logical progression. The response is generally coherent and complete overall, although minor weaknesses are present.

2 = The writer has stated a position and has presented reasons in support of that position. Some of these responses will contain two reasons with some elaboration. Others may have only one reason, but that reason is moderately well elaborated. Still others are merely lists of reasons. Some of the reasons may have slight extension of ideas but no elaboration. These responses may be poorly organized and may not establish a logical progression. Some responses introduce reasons and ideas which are not explained or related to the argument, causing the reader to have to make inferences.

1 = There is evidence that the writer has read the prompt and attempted to respond to it. There may be little or no sense of focus on the subject, and/or the writer has provided a focus but with little or no clear cause for the position. These responses may attempt to establish a position but may present contradictions or attempt to give reasons or ideas that are unclear and fail to support the position. Many of these responses exhibit no strategy or sense of control, while others demonstrate control but support the position with only one or two unelaborated or slightly extended reasons.

NS = This code may be used for compositions that are entirely illegible or otherwise unscorable: blank responses, restatements of the prompt, and responses that are off topic or incoherent.

Adapted from scoring guides published by Research and Testing Services, N. C. Department of Public Instruction.

Level III

	Step 1	Administer Preliminary Attitude Survey
	Step 2	Use either Slosson Oral Reading Test or Schonell's Graded Word Reading Test to determine approximate reading level
	Step 3	Use Stanford Achievement Test Reading (Advanced Level) [7.0-9.9] to determine more exact reading level)
	Step 4	Administer Writing Proficiency Program (WPP).
	Step 5	Administer TABE (Tests of Adult Basic Education) Form A to diagnose English skills
(Optional)	Step 6	Administer Peabody Picture Vocabulary Test to determine whether or not student has weakness in oral vocabulary
	Step 7	Pre-Test

Note: You may choose any one of the following pre-tests. Use the criteria below as your evaluation measures.

1) Springboard for Passing the GED Writing Skills Test - p. 20

2) Cambridge Program for the Writing Skills Test pp. 10-11

Criteria

a. ability to determine topic

b. ability to generate ideas

c. ability to form judgments

d. effective topic sentences

e. arrangement of ideas into a clear beginning, development, and ending.

f. well-developed reasons and supporting details

g. fluency

h. coherence, unity, and consistent point of view (if applicable)

i. diction: mature level of word choice and sentence construction

j. specificity

k. legible handwriting

l. correct sentence structure

m. correct agreement of subject/verb

n. correct pronoun reference

o. correct spelling, capitalization, and punctuation

p. correct verb tense

* * * * * **Instruction** * * * * *

Step 8 Post-test (Use GED Essay Scoring Guide)

Note: You may choose any one of the following post-tests:

1) Springboard for Passing the GED Writing Skills Test - p. 244

2) Springboard for Passing the GED Writing Skills Test - p. 264

3) Cambridge Program for the Writing Skills Test - pp. 182-183, pp. 202-203, or p. 220

Step 9 Predictor Test (Use GED Essay Scoring Guide)

Note: You may choose any one of the following predictor tests:

1) Cambridge Program for the Writing Skills Test - p. 238

2) Exercise Book for the Writing Skills Test Part One - p. 65

3) Cambridge Comprehensive Program for the High School Equivalency Examination - p. 593 or p. 680

Required 4) Tests of General Educational Development, p. 15

GENERAL INFORMATION

In addition to the testing procedures already outlined and explained in this section, the following information is intended to give the instructor more insight into how to use several of the testing instruments mentioned in those procedures.

GED Candidate Information Form - The incoming student can be asked to complete this form for informational purposes when he first registers. However, without realizing it, the student is also giving the instructor an early indication of his writing ability.

Preliminary Attitude Survey - Having the student complete this survey will give the instructor an early indication of the learner's attitude toward writing and his ability to write.

Schonell's Graded Word Reading Test - Using the master copy with grade levels referenced in the right margin, have the student read the words across each line continuing downward until he misses three on any line. The student's approximate reading level is the grade level indicated on the line above where he missed the three words.

Slosson Oral Reading Test - see attached reference.

GED CANDIDATE INFORMATION FORM

Adult Education Center
GED Preparation

Teacher ______________

Name ________________________________ Date ________________

Last School Attended ____

City, State ____

What grade were you in when you left school? __________

What year did you leave school? ____________________

Have you attended classes of any kind since you left school? Please describe.

Have you taken the GED tests before? _____ yes
_____ no

If "yes," when and where did you take the tests? What scores did you get?

Describe how having a GED diploma will benefit you.

What assistance do you especially hope to get from this program?

How much out-of-class time, if any, can you spend on homework? When?

Comments:

PRELIMINARY ATTITUDE SURVEY

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
I avoid writing.	SA	A	?	D	SD
I have no fear of my writing being evaluated.	SA	A	?	D	SD
I look forward to writing down my ideas.	SA	A	?	D	SD
My mind seems to go blank when I start to work on a composition.	SA	A	?	D	SD
I like to have other people see what I've written.	SA	A	?	D	SD
I'm nervous about writing.	SA	A	?	D	SD
I like to write my ideas down.	SA	A	?	D	SD
I never seem to be able to clearly write down my ideas.	SA	A	?	D	SD
Discussing my writing with others is an enjoyable experience.	SA	A	?	D	SD
I have a terrible time organizing my ideas.	SA	A	?	D	SD
Writing is a lot of fun.	SA	A	?	D	SD
The first thing I do when I write is to make an outline.	SA	A	?	D	SD
I worry a lot about correctness when I write.	SA	A	?	D	SD
I always think about my purpose when I write.	SA	A	?	D	SD
Expressing ideas through writing seems to be a waste of time.	SA	A	?	D	SD
I don't think I write as well as most people.	SA	A	?	D	SD

NAME____________________ DATE________________ SCORE__________

SCHONELL'S GRADED WORD READING TEST

tree	little	milk	egg	book
school	sit	frog	playing	bun
flower	road	clock	train	light
picture	think	summer	people	something
dream	downstairs	biscuit	shepherd	thirsty
crowd	sandwich	beginning	postage	island
saucer	angle	ceiling	appeared	gnome
canary	attractive	imagine	nephew	gradually
smoulder	applaud	disposal	nourished	diseased
university	orchestra	knowledge	audience	situated
physics	campaign	choir	intercede	fascinate
forfeit	siege	recent	plausible	prophecy
colonel	soloist	systematic	slovenly	classification
genuine	institution	pivot	conscience	heroic
pneumonia	preliminary	antique	susceptible	enigma
oblivion	scintillate	satirical	sabre	beguile
terrestrial	belligerent	adamant	sepulchre	statistics
miscellaneous	procrastinate	tyrannical	evangelical	grotesque
ineradicable	judicature	preferential	homonym	fictitious
rescind	metamorphosis	somnambulist	bibliography	idiosyncrasy

NAME________________________ DATE____________________ SCORE__________

SCHONELL'S GRADED WORD READING TEST

tree	little	milk	egg	book	1.0
school	sit	frog	playing	bun	1.5
flower	road	clock	train	light	2.0
picture	think	summer	people	something	2.5
dream	downstairs	biscuit	shepherd	thirsty	3.0
crowd	sandwich	beginning	postage	island	3.5
saucer	angle	ceiling	appeared	gnome	4.0
canary	attractive	imagine	nephew	gradually	4.5
smoulder	applaud	disposal	nourished	diseased	5.0
university	orchestra	knowledge	audience	situated	5.5
physics	campaign	choir	intercede	fascinate	6.0
forfeit	siege	recent	plausible	prophecy	6.5
colonel	soloist	systematic	slovenly	classification	7.0
genuine	institution	pivot	conscience	heroic	7.5
pneumonia	preliminary	antique	susceptible	enigma	8.0
oblivion	scintillate	satirical	sabre	beguile	8.5
terrestrial	belligerent	adamant	sepulchre	statistics	9.0
miscellaneous	procrastinate	tyrannical	evangelical	grotesque	9.5
ineradicable	judicature	preferential	homonym	fictitious	10.0
rescind	metamorphosis	somnambulist	bibliography	idiosyncrasy	10.5

"Keep a record from year to year" **SLOSSON ORAL READING TEST (SORT)**

READING LEVEL

SCHOOL GRADE

NAME________________ AGE______ DATE____________
LAST FIRST MIDDLE

SCHOOL____________________

EXAMINER____________________

List P (20)

1. see
2. look
3. mother
4. little
5. here
6. can
7. want
8. come
9. one
10. baby
11. three
12. run
13. jump
14. down
15. is
16. up
17. make
18. ball
19. help
20. play

List 1 (40)

1. with
2. friends
3. came
4. horse
5. ride
6. under
7. was
8. what
9. bump
10. live
11. very
12. puppy
13. dark
14. first
15. wish
16. basket
17. food
18. road
19. hill
20. along

List 2 (60)

1. game
2. hide
3. grass
4. across
5. around
6. breakfast
7. field
8. large
9. better
10. suddenly
11. happen
12. farmer
13. river
14. lunch
15. sheep
16. hope
17. forest
18. stars
19. heavy
20. station

List 3 (80)

1 safe
2 against
3 smash
4 reward
5 evening
6 stream
7 empty
8 stone
9 grove
10 desire
11 ocean
12 bench
13 damp
14 timid
15 perform
16 destroy
17 delicious
18 hunger
19 excuse
20 understood

List 4 (100)

1 harness
2 price
3 flakes
4 silence
5 develop
6 promptly
7 serious
8 courage
9 forehead
10 distant
11 anger
12 vacant
13 appearance
14 speechless
15 region
16 slumber
17 future
18 claimed
19 common
20 dainty

List 5 (120)

1 cushion
2 generally
3 extended
4 custom
5 tailor
6 haze
7 gracious
8 dignity
9 terrace
10 applause
11 jungle
12 fragrant
13 interfere
14 marriage
15 profitable
16 define
17 obedient
18 ambition
19 presence
20 merchant

List 6 (140)

1 installed
2 importance
3 medicine
4 rebellion
5 infected
6 responsible
7 liquid
8 tremendous
9 customary
10 malicious
11 spectacular
12 inventory
13 yearning
14 imaginary
15 consequently
16 excellence
17 dungeon
18 detained
19 abundant
20 compliments

List 7 (160)

1 administer
2 tremor
3 environment
4 counterfeit
5 crisis
6 industrious
7 approximate
8 society
9 architecture
10 malignant
11 pensive
12 standardize
13 exhausted
14 reminiscence
15 intricate
16 contemporary
17 attentively
18 compassionate
19 complexion
20 continuously

List 8 (180)

1 prairies
2 evident
3 nucleus
4 antique
5 twilight
6 memorandum
7 whimsical
8 proportional
9 intangible
10 formulated
11 articulate
12 deprecate
13 remarkably
14 contrasting
15 irrelevance
16 supplement
17 inducement
18 nonchalant
19 exuberant
20 grotesque

List 9-12 (200)

1 traverse
2 affable
3 compressible
4 excruciating
5 pandemonium
6 scrupulous
7 primordial
8 chastisement
9 sojourn
10 panorama
11 facsimile
12 auspicious
13 contraband
14 envisage
15 futility
16 enamoured
17 gustatory
18 decipher
19 inadequacy
20 simultaneous

SCORE

List P________
List 1________
List 2________
List 3________
List 4________
List 5________
List 6________
List 7________
List 8________
List 9-12________

Raw Score________

(Total number of correct words including the words below starting level.)

(Any specific coaching on these particular words will naturally reduce the validity of this test.)

Takes about 3 minutes
to give and to score.

SLOSSON ORAL READING TEST (SORT)

Copyright © 1963, Richard L. Slosson, M.A.

Keep this test in
safe drawer or file.

This Oral Reading Test is to be given individually and is based on the ability to pronounce words at different levels of difficulty. The words have been taken from standardized school readers and the Reading Level obtained from testing represents median or standardized school achievement. A correlation of .96 (variability on a group of 108 children from first grade thru high school: Gray Mean = 5.0, SORT Mean = 5.0, Gray S.D. = 2.0, SORT S.D. = 2.3) was obtained with the Standardized Oral Reading Paragraphs by William S. Gray, published by The Bobbs-Merril Company, Inc., Indianapolis, Indiana. Permission to use this test by Gray for purposes of validation is deeply appreciated.

A reliability coefficient of .99 (test-retest interval of one week) shows that this Oral Reading Test can be used at frequent intervals to measure a child's progress in reading, providing no specific coaching with these particular words has been given. Such periodic testing can be highly motivating.

DIRECTIONS

1. Allow the child to read from one sheet while you keep score on another. At the start, say the following: *"I want to see how many of these words you can read. Please begin here and read each word aloud as carefully as you can."* (Indicate at what list to start.) *"When you come to a difficult word, do the best you can and if you can't read it, say 'blank' and go on to the next one."*

2. Start a child with a list where you think he can pronounce all 20 words in that one list correctly. Note that each list of words is graded. List P (primer) is for the first few months of first grade, List 1 is for the balance of first grade, List 2 is for second grade, etc. If the starting list is too difficult and the child makes even one mistake, go back until you reach an easier list where he can pronounce all 20 words correctly.

3. After you have found the starting list, go on into more advanced lists until you find the stopping list, where he mispronounces or is unable to read all 20 words. When you reach a point where the words become very difficult, say: *"Look quickly down this list and read the words you think you know."*

4. When a child reads very slowly and takes more than 5 seconds on each and every word, move him along by saying the "blank" for him. Or call out the number of the word at a rate of about 5 seconds each. Still another plan is to use a small card or piece of paper, covering up a word after a 5 second exposure, forcing him on to the next word.

5. Count as an error each mispronounced or omitted word as well as a word which takes more than about 5 seconds to pronounce. (If a child has a speech defect such as a stutter, disregard the 5 second interval and allow as much time as necessary.) Count it an error when a child is uncertain about a word and gives more than one pronunciation, even though one of them may have been correct. Be particularly careful about scoring the word endings as they must be absolutely correct. Keep score by putting a check mark (✓) after each error or a plus sign (+) after each correct word. Enter the number of correct words at the bottom of each list as you go along. An analysis of scatter on the test, as well as an analysis of the types of errors made, will indicate areas of weakness.

6. To find a child's raw score for reading, count the total number of words he was able to pronounce correctly in all lists and add the words below the starting list for which he automatically receives credit. To obtain the Reading Level, look up the value of this raw score in Table 1 below. A simple way to determine the Reading Level is to take half the raw score. For example, if the raw score were 46, half of this number would be 23 and the Reading Level would be 2.3 or the 3rd month of 2nd grade.

TABLE I

CHANGING THE RAW SCORE TO READING LEVEL

(Reading Grade Level is given in years and months. For example, 5.2 means the 2nd month of 5th grade.)

SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE	SCORE	GRADE
0-1	0.0	26-27	1.3	52-53	2.6	78-79	3.9	104-105	5.2	130-131	6.5	156-157	7.8
2-3	0.1	28-29	1.4	54-55	2.7	80-81	4.0	106-107	5.3	132-133	6.6	158-159	7.9
4-5	0.2	30-31	1.5	56-57	2.8	82-83	4.1	108-109	5.4	134-135	6.7	160-161	8.0
6-7	0.3	32-33	1.6	58-59	2.9	84-85	4.2	110-111	5.5	136-137	6.8	162-163	8.1
8-9	0.4	34-35	1.7	60-61	3.0	86-87	4.3	112-113	5.6	138-139	6.9	164-165	8.2
10-11	0.5	36-37	1.8	62-63	3.1	88-89	4.4	114-115	5.7	140-141	7.0	166-167	8.3
12-13	0.6	38-39	1.9	64-65	3.2	90-91	4.5	116-117	5.8	142-143	7.1	168-169	8.4
14-15	0.7	40-41	2.0	66-67	3.3	92-93	4.6	118-119	5.9	144-145	7.2	170-171	8.5
16-17	0.8	42-43	2.1	68-69	3.4	94-95	4.7	120-121	6.0	146-147	7.3	172-173	8.6
18-19	0.9	44-45	2.2	70-71	3.5	96-97	4.8	122-123	6.1	148-149	7.4	174-175	8.7
20-21	1.0	46-47	2.3	72-73	3.6	98-99	4.9	124-125	6.2	150-151	7.5	176-177	8.8
22-23	1.1	48-49	2.4	74-75	3.7	100-101	5.0	126-127	6.3	152-153	7.6	178-179	8.9
24-25	1.2	50-51	2.5	76-77	3.8	102-103	5.1	128-129	6.4	154-155	7.7	180-200	9-12

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APPENDIX A

DATA SHEET

1. Name ______________________________
2. Address ______________________________
3. Do you have a phone? ____ What's the number? __________________
4. Are you married? ____ What is your husband's or wife's name? ____________
5. When is your birthday? ____________
6. Where were you born? ____________
7. Do you have a job? ____ If yes, full or part-time? ________
8. What type of work do you do? ______________________________

   ____

   ____
9. What are some other types of work which you have done?

   ____
10. What are your special interests? ______________________________

    ____
11. Why are you coming to this program?

    ____
12. What are your plans for the future?

    ____

    ____
13. What special skills do you have?

    ____
14. What are some of the most important things that have happened to you in your life? ______________________________

    ____

    ____
15. If you could change one thing in your life, what would it be?

    ____

    ____

    ____

BOOK OF LISTS

Make your own Book of Lists:

1) Favorite words
2) Things to do today
3) A grocery list
4) Tools used at work or on the job
5) Tools used in the kitchen
6) Favorite foods
7) Things you like to do
8) Things you would like to have
9) Favorite T.V. programs
10) Good health rules
11) How to care for a baby
12) Things you did yesterday

You may add other lists that interest you.

PASS A STORY

This exercise can be used with a small group of students or with an individual over several days of class time.

Have students tell about a place--any place. Give them about 3-5 minutes. If you are using small groups, ask them to pass their story to the person in their group who sits to the right. For an individual, collect the story and then return it the next class period.

Now have the students read the beginning of the story and add a person--either real or fictional. Again, after 3-5 minutes, ask them to pass the story to the person on the right.

Thirdly, the students are asked to read the first two parts and add information about a second person.

This is passed on, and they are told, after reading the piece, to create a conflict. Students may need help here. Prompt them by giving them examples of conflict--a fight, a crime, an encounter between two "characters," and so on.

After the story has been passed one last time, the students need to read what has happened and try to resolve the conflict.

Skills developed in using this exercise include

1) responsibility for writing a story is distributed over several writers or days, thus reducing anxiety.
2) the students learn about overall organization.
3) the students can observe that writing grows as it happens instead of writing always being thought out and outlined in the head first.

Adapted from "A Guide Through the Writing Process," by Mark Branson, 1987.

THE DOLCH BASIC SIGHT WORD LIST*

a
about
after
again
all
always
am
an
and
any
are
around
as
ask
at
ate
away

be
because
been
before
best
better
big
black
blue
both
bring
brown
but
buy
by

call
came
can
carry
clean
cold
come
could
cut

did
do
does
done
don't
down
draw
drink

eat
eight
every

fall
far
fast
find
first
five
fly
for
found
four
from
full
funny

gave
get
give
go
goes
going
good
got
green
grow
had
has
have
he
help
her
here
him
his
hold
hot
how
hurt

I
if
in
into
is
it
its

jump
just

keep
kind
know

laugh
let
light
like
little
live
long
look

made
make
many
may
me
much
must
my
myself

never
new
no
not
now

of
off
old
on
once
one
only
open
or
our
out
over
own

pick
play
please
pretty
pull
put

ran
read
red
ride
right
round
run

said
saw
say
see
seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop

take
tell
ten
thank
that
the
their
them
then
there
these
they
think
this
those
three
to
today
together
too
try
two

under
up
upon
us
use

very

walk
want
warm
was
wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write

yellow
yes
you
your

---

*Edward W. Dolch, Garrard Publishing Company, Champaign, Illinois.

EXPERIENCE PORTFOLIO I

Read over the following ideas and put a check mark <✓> in front of those about which you can write.

< > 1. sewing
< > 2. horses
< > 3. boating
< > 4. singing
< > 5. cooking
< > 6. flying
< > 7. pop music
< > 8. hunting
< > 9. camping
< > 10. horse racing
< > 11. haircutting
< > 12. sailing
< > 13. swimming
< > 14. softball
< > 15. football
< > 16. baseball

< > 17. Areas or subjects in which I excel that have been left off the list:

< > 18. Something I've done that no one else I know of has done:

Adopted from "Experience Portfolio: An Approach to Student Writing," by Johanna Sweet, English Journal, September 1976, p., 51

GATHERING INFORMATION

Use the following topic:

Some people are content to rent a home for many years. Other people buy a home as early in life as possible.

What are the good points and the bad points of owning a home?

Discuss the above question with other people to find out what they think are the good and bad points of owning a home. Add your own ideas to the list also. Check to make sure everything you can think of is included on this list.

JOURNAL WRITING I

Journal writing helps you learn how to write by letting you see your words on paper. No one will read your journal but you and your teacher. Follow these steps:

1. Write every day. Date each writing.
2. Write for 15 minutes.
3. Write in a journal notebook.
4. Do not rewrite or correct.
5. Write about anything you choose.
6. You must write. If you have nothing to write, then you must write just that.

If you need some help, try some of these ideas.

1. Write about yourself as a child.
2. Write about some of the places you've lived or visited.
3. Write how you feel about yourself.
4. Write about something that makes you happy.
5. Write about your best friend.
6. Write what you are thinking as you look at this page.
7. Write about what happened to you yesterday.
8. Write about a special person or place.
9. Write about something you'd like to change.
10. Write about a dream you had.
11. Write about your dream job.

Adapted from The Cambridge Program for the GED Writing Sample, by Myra Baum, 1986, pp. 7-8

CLASSIFYING - EXERCISE A

Draw a line under the word in each row that does not belong with the other words.

1.	lion	elephant	dinosaur	monkey
2.	hot	cold	warm	high
3.	Mary	Jane	John	Betsy
4.	chair	trees	flowers	grass
5.	green	five	blue	white
6.	road	house	office	school
7.	airport	track	runway	tower
8.	doll	fire	wagon	game
9.	jump	walk	run	sleep
10.	apple	banana	cooky	lemon
11.	cup	dish	plate	beard
12.	office	palace	king	queen
13.	book	pencil	newspaper	story
14.	ugly	pretty	cute	beautiful
15.	James	Jane	John	Jim
16.	cow	clock	watch	sun
17.	here	how	there	around
18.	now	fast	never	always

CLASSIFYING - EXERCISE B

Read the words in the lines. Three of the words in each line are alike in some way but one does not belong with the others. Draw a circle around the word that is not like the others.

1.	blue	orange	door	green
2.	apple	banana	lemon	cabbage
3.	laugh	cry	giggle	chuckle
4.	minute	hour	day	second
5.	velvet	cotton	wool	soda
6.	growl	bark	cry	play
7.	gaze	talk	stare	watch
8.	tremble	shake	starve	move
9.	beast	dollar	penny	nickel
10.	strike	oar	hit	knock
11.	stem	flower	root	box
12.	nephew	aunt	uncle	brother
13.	fig	prune	apple	beans
14.	cotton	iron	silver	gold
15.	dock	boat	street	harbor
16.	shelter	building	rattle	house
17.	parrot	cheeks	eyes	lips
18.	horse	prince	queen	king
19.	creep	crawl	walk	sing
20.	hail	rain	snow	winter
21.	rowboat	paddle	sail	car
22.	knife	fork	questions	plate
23.	rocket	helmet	road	space
24.	cliff	mountain	cloud	valley
25.	clutch	grab	swallow	grip

A SUPERMARKET LIST

People like to classify things. For example, in the grocery store, you will find the pork chops near the ham and the macaroni near the noodles. Take the following list of foods and put them into as many groups as possible. Each group of foods must be alike in some way. Then label each group.

WORD LIST

peaches
spinach
lettuce
pork
corn
tomatoes
radishes
chicken
raisins
peas
prunes
cabbage
beef
apples
lamb chops
string beans
potatoes
carrots
hamburgers
bacon
steak
liver
fish
strawberries

THE EFFECTS OF TV WATCHING ON YOUNG PEOPLE

1B Advertisements - want too many things

G News

2B Watching instead of doing

G Quick escape

2B Family time

1B Violence

1B Constant excitement

G Relaxation

2B Facing problems

G Specials

1B Making fun of people is not funny in life

G Movies

2B Reading

G Entertainment

Good	Bad	
	False sense of life	Keeps people from
Informs - news	- want things	- reading
- specials	- violence	- family
- movies	- constant excitement	- doing things actively
Escape from pressures	- putting people down	- facing problems
Entertainment		

Written by Dr. Tom Gill, University of Virginia.

HOUSE OF MEMORIES

Have the students sketch on the top 1/4 of a piece of paper the floor plan of the house or apartment where they spent most of their childhood. After they have drawn the floor plan, ask them to look at the room and remember experiences within these rooms. Ask them to take one room and write about some event they can recall.

Adapted from "A Guide Through the Writing Process," by Mark Branson, 1987.

WRITING WITH FUN

Yes, writing can give information and still be fun. Try each of the following.

Cereal Box Copy

Someone, believe it or not, writes the stuff that goes on cereal boxes. So, invent a new cereal. Try the name Soggies. They don't snap, crackle, or pop. They simply go to the bottom of the bowl. Now, design and write what would go on the box. Use a cereal box if you need help.

Newspaper Ads

Pretend you have something you want to sell, an old sofa, a used car, or maybe some puppies. In thirty words, write an ad for the newspaper. Use the ads in the newspaper if you need help.

Horoscope Entries

Use the newspaper to read your horoscope for today. Then write one of your own.

Adapted from "Forty - Plus Writing Activities," English Journal, March 1983, pp. 73-76.

A CONCLUSION

Air has weight just like most other things. The following experiment will help to understand that.

Experiment

You will need: yardstick, string, 2 balloons, 2 thumbtacks, a drill.

Drill a hole in the center of the yardstick. Tie a string through the hole. Now hang the yardstick from a nail or a stand of some kind. Fill 2 balloons with the same amount of air. Tack a balloon to each end of the yardstick. Prick one of the balloons.

What happens? ____

____

____

The yardstick is no longer balanced. What conclusion about air and weight can you reach from this experiment?

Adapted from Today's Basic Science, Harper and Row Publishers, 1969, p. 26.

ANTICIPATING PROBABILITIES

A. Bruce Springsteen is coming to Chapel Hill for a concert. What are some things that each of the following people should expect?

1. the director of traffic ______________________________

____

2. the police department ______________________________

____

3. restaurant owners ______________________________

____

4. newspaper reporters ______________________________

____

5. hotel and motel operators ______________________________

____

6. store owners ______________________________

____

B. Who else in the city may be affected by the concert and how should they plan?

____

____

____

Based on Critical Thinking for Adults, Steck-Vaughan Co., 1987, p. 11.

FORMING HYPOTHESES

Scientists often have to form an opinion or hypothesis based on information they have about a place and what they find there. Suppose you were a scientist. Give your opinion or hypothesis to each of the following questions.

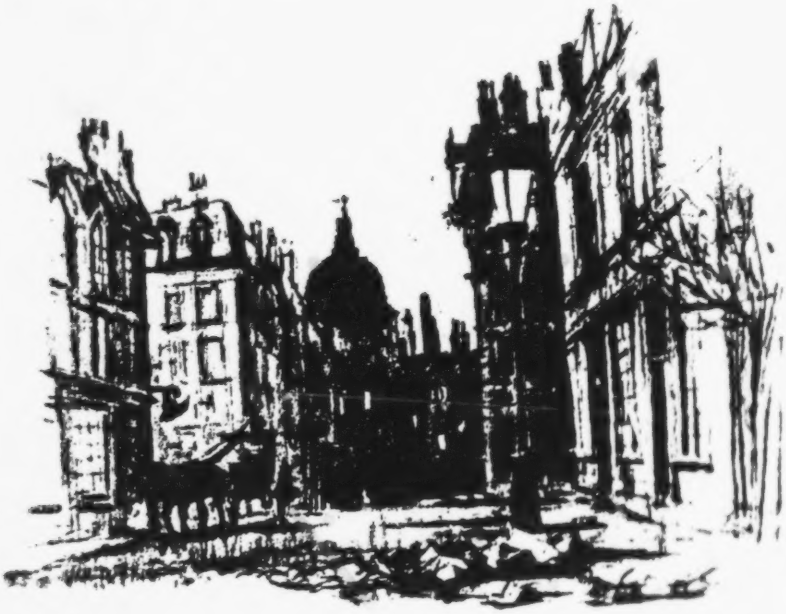
1. The highway department is building a new road through an old part of town. In digging the roadway, they find bones and skeletons of many human beings. What do you think this area might have been used for a long time ago? ________________________________

2. A group of young boys were playing in a field near their home. Their home is about 100 miles from the beach, yet they found sea shells and remains of very small forms of sea life. How do you think these were found so far inland? ________________________________

3. Some young people were exploring in a cave. They found arrowheads, tomahawks, and bows and arrows. What do you think about the people who left them? ________________________________

4. A group of scientists have found the bones of an ancient (very old) animal which they cannot identify. When put together, they do not look like the bones of any dinosaur known to them. What do you think these scientists have discovered?

Based on Critical Thinking for Adults, Steck-Vaughan Co., 1987, p. 29.



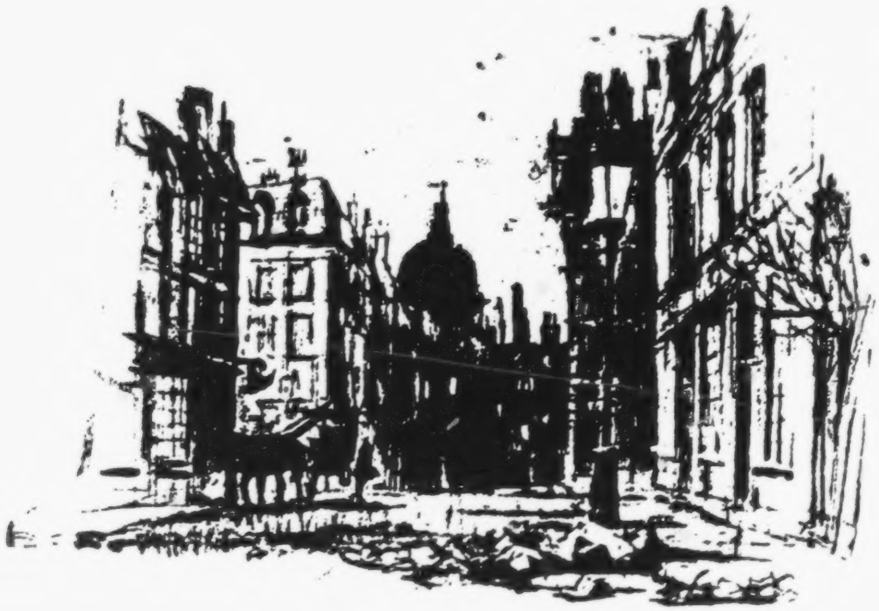
PRELUDE I

The winter evening settles down
With smell of steaks in passageways.
Six o'clock.
The burnt-out ends of smoky days.
And now a gusty shower wraps
The grimy scraps
Of withered leaves about your feet
And newspapers from vacant lots;
The showers beat
On broken blinds and chimney pots,
And at the corner of the street
A lonely cab-horse steams and stamps.

And then the lighting of the lamps.

T. S. Eliot

MAKING INFERENCES



Study the picture above. Examine the details carefully. Tell what you infer or observe from looking at the picture. For example, what time of year is it? How do you know?

Now, make as many inferences or observations as you can based on what you see. Then give at least one picture - detail that makes you think that way. When you have finished this exercise, compare your thoughts to the poem that goes with it. See your teacher for a copy of this poem, PRELUDE I.

STORY STARTERS

Choose one of the following story starters. Use your imagination to complete the story.

A. Stepping carefully off the magic carpet, Perry found himself in a strange place. "It must be a dream," he cried.

Then out of nowhere appeared a huge birdlike animal. It came toward Perry flapping its large, black, wings with a loud noise. Perry was frightened at first; but then, he saw that this huge creature was really Acura, protector of the Kingdom of Good. Should he be afraid? Should he ask Acura for help? What should he do?

All of a sudden, Perry saw Zeroba coming up from behind Acura. Zeorba was the protector of the Kingdom of Evil.

B. Frank Duncan was speechless when his brother finished telling him about chickens being killed on a nearby farm. What Frank also heard was that his dog Spud was accused of being the killer. Frank knew the farmers would kill his dog if they found him.

Frank knew he must save his dog. Should he run away and take Spud with him? But where could he go? What should he do?

Based on Ginn Elementary English Workbook, Ginn and Co. 1970, p. 13.

OBSERVING I

Students can be encouraged to increase their ability to pay attention to detail by giving them observational activities similar to those below:

Activity A: Have students observe clouds, the wind, a softball game, a child learning to ride a bicycle, etc. Then make observation lists and organize the lists into categories.

Activity B: Students can also be assigned a listening activity. They may select some place in school, in their own home, or in the neighborhood where they can go to listen carefully to sounds. They could be asked to compile a list of words or phrases describing the various sounds they identify.

SYNONYMS I

Words that have the same meaning are called synonyms. Your sentences will be more interesting when you make use of synonyms. For example:

Without synonyms: He was a wonderful flyer and we saw him make a wonderful landing.

With synonyms: He was a wonderful flyer and we saw him make a marvelous landing.

Exercise A: Write words which mean the same as each word listed below:

1. say __________
2. big __________
3. fat __________
4. youngster __________
5. tiny __________
6. labor __________
7. slow __________
8. bright __________
9. stone
10. thief __________
11. tour __________
12. blossom __________
13. forever __________
14. infant __________
15. quickly __________
16. road __________
17. tale __________
18. distant __________
19. polite __________
20. speak __________

MAKING SENTENCES GROW

We can make sentences grow by adding more words. Practice making the following sentence grow by adding the words asked for.

Sentence: Trucks roared.

1. (color) trucks roared.
2. (size, color) trucks roared.
3. (size, color) trucks roared (how).
4. (size, color) trucks roared (how, where).
5. (size, color) trucks roared (how, where, when).

Exercise A: Practice making the following sentences grow like the example above.

1. Water sprayed.
2. Children laughed.
3. Cars stopped.
4. Horns blew.
5. Engines came.
6. Men ran.
7. Children shouted.
8. Crowds gathered.
9. Fireplug broke.
10. Stream flowed.

Exercise B: Complete these sentences by adding words to make them express more meaning.

1. The boy ______________________________.
2. Horses ______________________________.
3. At noon the children ______________________.
4. In the evening the men ____________________.
5. Alice in Wonderland is a ___________________.
6. Snow falls in __________________________.
7. Many wild animals ________________________.
8. The Fourth of July ________________________.
9. The boys and girls are _____________________.
10. The stars shone __________________________.

Adapted from Our Language Today, by D. Conlin, H. Fillmer, and A. Lefcourt, American Book Co., 1967, p. 13.

SELECTING A TOPIC

Exercise A

Have students set aside 45 minutes of undisturbed "quiet" time in which to record their thoughts. This "free flow" of thoughts will serve as a rich source of personal interests and experiences upon which to base their writing. Stress the importance of a quiet atmosphere. If such a place is not available, suggest the library. Tell them to jot down every idea that comes to mind. If nothing comes to mind, they are to write the word "nothing" until a thought occurs.

Then begin the activity with them by discussing how to select a topic. Ask students to read over their work, looking for repeated ideas, strong phrases, or interesting details to use as topics. If students appear "stuck" at this point, they may have made very narrow associations; for example, car - Ford, Chevrolet, Chrysler. Help them strengthen their associations by asking some of the following questions: Did you list only what you were looking at? Did you edit out ideas which came to mind? What attracted you to a certain category?

After a topic is selected, have students list details from their work which supports that topic. If new associations come to mind, these may be added to the list also.

Adapted from Writing: A Sourcebook of Exercises and Assignments, by D. Gunther, L. Marin, J. Maxwell, and J. Weiss, Addison-Wesley Publishing Co., 1978, p. 195.

SELECTING A TOPIC

Exercise B

Before you begin to write you must choose a subject (topic) and decide what area of that subject you want to know more about. It should be a subject that is interesting to your reader and yourself as well as one about which you can find information or one about which you already know a lot.

The first place to look for a subject is in your own life experience. You have special experiences and interests that make you different from other people.

Now, think about yourself and those subjects about which you have strong feelings. Complete each of the following activities.

Activity A: Make a list of 4 or 5 subjects about which you know a lot. Underline the one subject which interests you most.

Activity B: Make a list of your experiences or interests on the left-hand side of your paper. Then write a subject beside each one that you could possibly use for writing a paper. See the example below.

My Experiences and Interests	Possible Subjects
1. I like to read.	Summary of a book
2. I have traveled to Europe.	Castles in England
3. Officer of a church group	How to conduct a meeting
4. Have a part-time job to help with bills	Making a budget
5. I dress well.	Newest fashions

Adapted from Fundamentals of Writing, by E. Atkinson and B. Hudson, Avery Publishing Company, 1989, pp. 26-27.

ORGANIZING IDEAS

When a group of people play a game, the group is called a team. When sentences are put together in a group, they are called a paragraph.

Like players on a team, sentences in a paragraph should work together. All sentences in a paragraph should tell about one main idea or topic. That topic sentence may be anywhere in the paragraph - at the beginning, in the middle, or at the end.

Read the following paragraph. Tell what the main idea or topic sentence is for that paragraph.

> Even in times of war, dogs have proved to be man's best friend. In World War I, dogs were used to carry messages, patrol lines, and bring aid to the hurt. During World War II, dogs served as scouts. The best dogs for this kind of service are collies and German Shepherds.

Check your answer with your instructor.

Activity A: The ideas listed below in each row could be made into paragraphs. What idea ties the words together in each list? Decide what the topic of each list is and write a topic sentence for it.

cleaning bathroom
washing the dishes
minding the baby
sweeping the floor
taking out the garbage

choosing the material
choosing a pattern
cutting the material
sewing the dress
fitting the dress

Check your answers with your instructor.

Activity B: Try Your Skills

Write a topic sentence for each idea below. Example: Family Budgets
Families should use a budget to help them handle money.

1. Television Today
2. My Favorite Place to Visit
3. The Bravest Person in the World
4. Getting Lost in New York City
5. My favorite Breakfast Foods
6. Raising a Family
7. Going Back to School
8. A Scary Experience
9. Childhood
10. Learning From Experience

Check your answers with your instructor.

Activity C: Read the following information.

When you are writing a paper about a subject or area of interest, you must group your ideas together in some way. Look at the following example:

THE EFFECT OF SUMMER VACATION ON CHILDREN

Bad Effects	Good Effects	
	health	Time with Family and Friends
boredom		
no supervision/	exercise	block parties
parents away	swimming	relaxing with family
too hot	being outside	fun at the beach
forget what they've learned	stickball	see brothers and sisters more
		go to baseball game

You must also turn the topic into your opening sentence and the group names into the other topic sentences. Use the example above to write 4 topic sentences - the main topic for the paper and topic sentences for each of the 3 groups. Check your answers with your instructor.

Activity D:

Use the topic and the ideas you listed in Exercise A of Objective 14.01. Organize the ideas into three groups and give each group a name. Then write the main topic sentence and topic sentences for each of the 3 groups.

Adapted from GED Writing Sample, by J. Beers and T. Gill, Steck-Vaughan Co., 1987, p. 37 and The Macmillan English Series, by T. Pollock, E. Duncan, and R. Geist, Macmillan Publishing Company, 1973, pp. 244-245.

OPEN-ENDED QUESTIONS

Complete each of the following activities. After you complete them, tell why you gave that answer.

Exercise A: Make a list of personal needs; for ex., "Things I Need for School," "Things I Need for Home," "Things I Need for Work." Tell why you need these things.

Exercise B: Complete each of the following statements. Check to make sure you answered "why" to each statement.

1. With a gift of $100.00, I would. . . .
2. If this next weekend were a three-day weekend, I would want to. . . .
3. My bluest days are . . . .
4. If I could have seven wishes . . . .
5. If I had a car of my own . . . .
6. The night I stayed up later than ever before I . . . .
7. I sometimes worry about . . . .
8. The things I like best about being married/single are . . . .
9. The kinds of noises that bother me most are . . . .
10. The things that bother me most in life are . . . .

HOW TO . . .

This lesson will help you to explain a single process or task by asking you to tell how to do something, how something happened, or how something works.

There are many books today that explain how to perform certain jobs such as growing a vegetable garden, building a fence, baking homemade bread, etc.

There are three types of process activities: "How to (do something)," "How (something) Was Done," and "How (something) Works." An example of the second type is "How Richard Petty Won the Daytona 500." An example of the third type is "How a VCR Operates."

In any of the above examples, you must always remember 2 important details: 1) never omit a step; and 2) put all steps and ideas in the correct order.

Directions: Complete each of the following activities. You may choose any topic but you must complete all 3 activities.

Activity A: Explain how to

1) cook your favorite food
2) wash your dog
3) wax your car
4) wash your hair
5) change a tire

Activity B: Explain how

1) you met your husband/wife/best friend
2) you lost weight
3) you stopped smoking

Activity C: Explain how a/an __________ works.

1) a food mixer
2) VCR
3) electric light
4) you may choose another subject if these are too difficult

Adapted from Fundamentals of Writing, by E. Atkinson and B. Hudson, Avery Publishing Co., 1980, pp. 78-80.

FRIENDLY LETTERS

Friendly Letter

Activity A: Write a newsy letter to someone who would like to hear from you. Tell the reader something that will be of interest to him.

Letter of Invitation

Activity B: Pretend you are having a birthday party next Saturday. The party is at your home at 3:00 p.m. Write a letter inviting your friend to the party.

Thank-You Letter

Activity C: Pretend that you have just returned from visiting your cousin in New York City for a few days. He has spent a great deal of time with you and you have had a really good time. Write your cousin a letter thanking him for the vacation.

Addressing Envelopes

Activity D: Fold a piece of paper into 3 parts. Pretend each part is an envelope. Address one envelop to a friend and another envelope to a relative. Then, address the last envelope to the following person.

mr james d smith 608 early street
ahoskie nc 27910

AN AUTOBIOGRAPHY

An autobiography is a story written by a person about his own life.

The first step in writing your autobiography is to get ideas. Do the following activity to help you get started.

1. Choose an idea. Remember what happened when you did that thing for the first time. List all the ideas you remember well.

    ____

    ____

    ____

    ____

    ____

2. Look at the list and choose a first time that left you with good feelings. Write a phrase about that event.

    ____

    Then list ideas about that good feeling.

    ____

    ____

    ____

    ____

    ____

3. Now, choose a time that left you feeling scared. Write a phrase about that event.

    ____

    Then list ideas about that feeling.

    ____

    ____

    ____

    ____

    ____

4. Choose one other time which you remember well that left you feeling excited, worried, or wishing you were somewhere else. Write the key phrase and list your ideas.

Phrase ______________________________

Ideas

____

____

____

____

____

5. Now, plan the introduction. This part will tell about you since you are writing an autobiography. Use the following questions to help.

A. Name ____________________ Age ________

Nickname ________________ People who live with you ______________________________

B. How you feel before most "first times?" ____________

____

How you get ready for "first times?" ____________

____

How you feel after a "first time?" ____________

____

C. Kinds of things you like to do? ____________

____

D. What kind of person you are? ____________

____

6. Now, plan a conclusion.

Think about "firsts" you are planning for in the future. Write a phrase about these ideas. Then list some ideas about your hopes and dreams.

Phrase ______________________________

Ideas

____

____

____

____

____

7. Now put your ideas together to write your autobiography.

   Step 1: Use your notes from question 5 to help you write the introduction.

   Step 2: Use your notes from question 2 to write the next paragraph of your paper.

   Step 3: Use your notes from question 3 to write the 3rd paragraph of your paper.

   Step 4: Use your notes from question 4 to write the 4th paragraph of your paper.

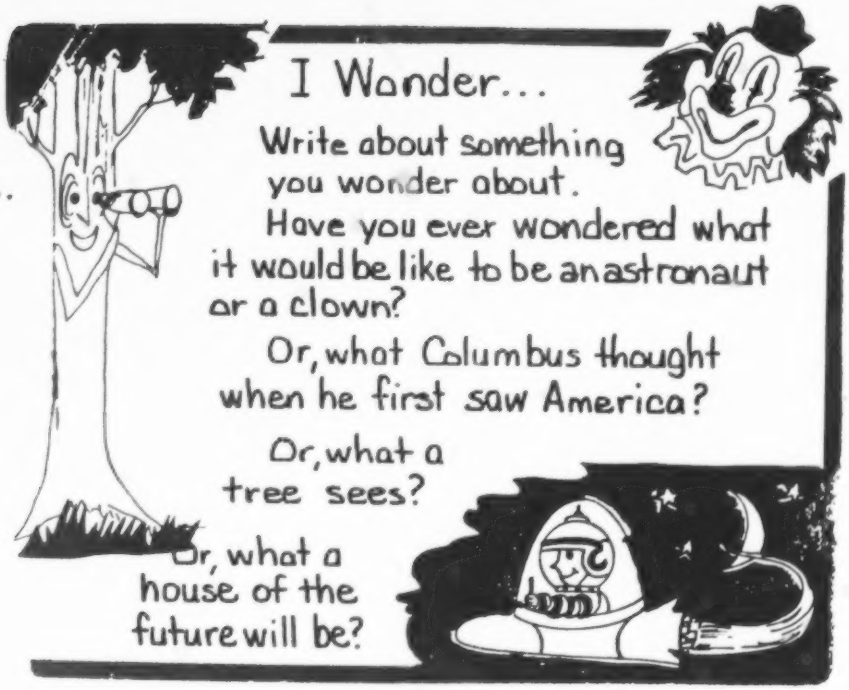
   Step 5: Use your notes from question 6 to help you write the conclusion.

Adapted from Developing Key Concepts in Composition, Book G, by A. Christiano, Barnell Loft, Ltd., 1987, pp. 4-14.

I WONDER

Activity A:

Choose one of the
ideas pictured.
Write down your thoughts.



I Wonder...

Write about something you wonder about.

Have you ever wondered what it would be like to be an astronaut or a clown?

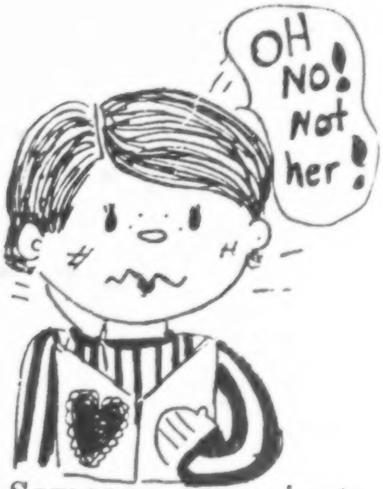
Or, what Columbus thought when he first saw America?

Or, what a tree sees?

Or, what a house of the future will be?

Activity B:

What would you do if...
Write down your thoughts.


OH NO! Not her!

Someone you just CAN'T STAND has given you a beautiful card. It's so embarrassing!

Activity C: One day I went for a walk along the street in front of my home. The trees and flowers looked like spring. All of a sudden, I saw a dark cloud pass overhead. Were we going to have a storm? Write down your thoughts.

WRITING STORIES

Sometimes a story is only one paragraph long. A longer story may have several paragraphs with each paragraph telling one part of the story. A new paragraph may start with a change in time. For example, one paragraph may begin "In the evening." The next paragraph may begin with "Later that night." Remember, a paragraph is a way of keeping ideas together and that each new paragraph should be indented.

There are many kinds of stories. Some stories make you laugh, some are mysterious, and some make you wonder. Many times a really good story may tell you about someone overcoming a difficulty to reach a goal.

Stories can be divided into those that are imaginary, which are called fiction stories, and those that are based on fact. Some stories may even have both fact and fiction in them.

Activity A:

A BOMB IN MY SUITCASE?

Last Christmas I wanted to fly to Ohio to visit my brother. My sister drove me to the airport and carried my suitcase to the check-in desk.

The airline man took my suitcase and put it on the scale to be weighed. Just then I heard a strange noise coming from the suitcase. The airline man heard it too and looked surprised. "What's making that noise in your suitcase?" he asked me. I had no idea what it was and didn't know what to answer. Another airline man came over and said, "Be careful, Jim. There may be a bomb in that suitcase!"

The two men picked up my suitcase very carefully and told me to follow them. As we walked away from the crowded part of the airport, I kept thinking--it **can't** be a bomb. But suppose it is a bomb? How did it get there?

The two men finally stopped and put the suitcase down. One of them asked me to give him the key, told us to stand back, turned the key carefully, slowly opened the lid, and jumped back. Nothing blew up, but the strange sound became a little louder.

The two men came toward the suitcase very carefully and looked inside. Then one of them reached under my neatly folded pajamas and pulled out the "bomb." In his hand was my electric toothbrush with all the batteries inside, running! I was embarrassed, but the two men laughed and so did I. They locked the bag, gave me the key, and told me I could get on the plane.

Planning your own story.

GUIDES FOR PLANNING A STORY

1. Choose an idea for your story.
2. List the major details and events.
3. List the minor details and events.
4. Arrange all events and details in the proper order.

5. Include the answers to these questions: Who? Where? When? What? Why? What finally happened?

6. Check your plan to be sure you have a clear beginning, middle, and ending for your story.

7. Be sure you have included all necessary details so that the action will be clear and easy to follow.

8. Make sure you have built suspense and kept the answer to "What finally happened?" until the very end of the story.

Now, write your own story. Use ideas based on experiences you have had or you may use a newspaper or picture file to give you ideas. Then plan your story by listing the major events and all the minor details in the right order. Make sure the events answer the questions who, what, why, where, and when. Make sure your story has a good beginning, middle, and end.

Many stories have suspense in them. Suspense is when the final outcome is in doubt or there is a feeling of danger. Look back at the story "A bomb In My Suitcase?" See how the author put suspense into his story. You may want to add suspense to your story.

Adapted from The Macmillan English Series, by T. Pollock, E. Duman, and R. Geist, Macmillan Publishing Co., 1973, pp. 309-322.

ADDING DETAIL

A) Mental Maps. Give the student a term; for example, college students, marriage, or success. Have him write 8 or 10 features he associates with that term. If several students are completing the exercise, have them share their work. Sharing will reveal that no two people have the same mental picture of even commonly understood terms.

Adapted from "Forty-Plus Writing Activities," English Journal, March, 1983, pp. 73-76

B) Project - Description

Have students list 20 facts about an event. Tell them to generate details about characters, actions, etc., by using who, what, how, when, and why. At the end of the list, write two points that can be made by describing the event.

MORE VIVID SENTENCES

The following sentences are too general: their nouns and verbs need adjectives and adverbs. Change these sentences so that they give a clearer picture for the reader.

Example: The room was noisy. From behind the heavy swinging door came the loud crash of breakfast dishes.

1. The park was a fun place.
2. In the mirror he saw an unhappy face.
3. It was an old and ugly building.
4. I don't like doing household work.
5. The people who lived near him were always mean.
6. Switzerland is a beautiful country.
7. The big storm last year changed the way things looked at the lake.
8. Ellen always spoke strangely when she spoke of her family.
9. Our neighbors fight a lot.
10. The beautiful spring day made her sad.

Now try the same activity with the following paragraph.

I stayed in the house for the first time that night. The floor made a noise when I got into bed and so did the walls. It was a nice night but the wind blew outside. I hid in the bed and read a book. But I was not happy there. I kept thinking frightening thoughts and the noises were still there. I felt worse and worse as time passed.

Adapted from Writing: A Sourcebook of Exercises and Assignments, by D. Gunther, Lynda Marin, Joan Maxwell, and Jeri Weiss, Addison-Wesley Publishing Company, 1978, p. 99

SYNONYMS II

Synonyms are words that mean about the same.

Example: glad - happy

In the following exercise, write the word that is a synonym for the first word in the row.

1.	clean	dirty	unsoiled	ill	lazy
2.	pile	heap	huge	near	nap
3.	sleep	awake	nap	sick	loud
4.	hurt	well	ill	noisy	harm
5.	sick	ill	lazy	tardy	sour
6.	stay	begin	remain	heal	cure
7.	cure	heal	sick	ill	close
8.	pail	pan	bucket	pale	sick
9.	crawl	walk	creep	slow	float
10.	late	slow	tardy	early	due
11.	sour	bitter	sweet	lemon	spicy
12.	lift	leap	shut	raise	push
13.	invent	discover	find	try	locate
14.	fix	repair	report	injure	forest
15.	funny	sad	comical	gloomy	happy
16.	even	swift	level	part	wonderful
17.	sparkle	glisten	beautiful	dull	swift
18.	reap	afraid	tell	part	gather
19.	swift	silent	speedy	sad	strike
20.	gloomy	dreary	happy	attractive	wonderful

TERRIFIC TOPIC SENTENCES

Remind the students that a topic sentence states the main idea of a paragraph. A good topic sentence includes not only a statement of fact but also an attitude or point of view about that fact.

With this idea in mind, discuss the topic sentences below with the student. Compare the "tiresome" and the "terrific" topic sentences. Look for words which convey an attitude or point of view. How specific are those words?

TIRESOME TOPIC SENTENCES	TERRIFIC TOPIC SENTENCES
1. Many people in this country are overweight.	1. Obesity is so common in the U.S. that it has become our national disease.
2. Housework consists of many daily chores.	2. Cleaning up after a family of four can be a full-time job.
3. People come in all shapes and sizes.	3. If you want to see the human form in all its variety, go to Coney Island on a sweltering day in August.
4. Jane hates sports.	4. Jane is so uncomfortable on the playing field that she will do anything to get off it.
5. Vacations are a welcome relief from work.	5. Long sleepy vacation mornings erase memories of the jangling workday alarm clock.
6. If you want to relax, listen to music.	6. Loosen the collar, turn on the Bach: relax.
7. The existence of UFO's is always a controversial topic.	7. When Eric Ritter reported a flaming saucer-shaped object in the skies above his home in Tulsa, Oklahoma, local, state, and national authorities joined in discrediting his report.
8. Large modern cities depend on technology for their existence.	8. Imagine a city like Los Angeles without telephones, automobiles, or electric power.
9. Children who watch a lot of television are harmed by it.	9. A child saturated by six hours of situation comedy re-runs, cartoons and commercials, inevitably lapses into lethargy.
10. Things sure look different to people in love.	10. When my brother Billy fell in love, the whole family benefitted from his gentler ways.

Now ask students to write their own topic sentences. Follow the above format and write two lists. Students should write and rewrite five topic sentences.

Adapted from Writing: A Sourcebook of Exercises and Assignments, by D. Gunther, L. Marin, J. Maxwell, and J. Weiss, Addison-Wesley Publishing Co., 1978, pp. 101-102.

DETERMINING PURPOSE AND AUDIENCE

Each time you put pen to paper, there is a purpose at work -- to record information, to get an answer from someone else, or to think about ideas in order to get meaning. You need to think about this purpose so that it will "guide" you in writing.

You must also think about the audience to whom you are writing. If you were writing about the effects of the automobile on our lives, older people may be more concerned than younger people about the domination of the car in our lives.

Try the following activities to better understand the above ideas:

Activity A: Explaining an Abstraction: Take a term like "love," "hate," or "friendship." Describe the term to a) people your own age, b) people 10 years younger, and c) people 10 years older.

Activity B: Write a letter to your best friend asking them to come for a visit. Write another letter to the same person telling them about something that has happened to you. When you have finished both letters, read them again. Notice the difference in how you put your thoughts on paper and what you said. You had a different purpose in each of the letters.

Adapted from "A Guide Through the Writing Process," by Mark Branson, 1987.

BRAINWRITING

To the instructor:

Brainwriting is similar to brainstorming, which is a way of developing ideas for writing.

Many variations are possible, but the basic method involves dividing the class into small groups. Each student takes a sheet of paper and writes ideas on a topic. When the student has written three or four ideas, he gives his paper to someone else in the group and picks up someone else's list. Then he adds more ideas to the list. This process continues until all members in the group can combine individual members' ideas.

This process can be adapted for instructors who are using individualized instruction rather than group instruction. For example, a student can work on his list of ideas over a period of several days and have fellow classmates share the assignment with him even though the other students may be on a different level of instruction.

Advantages of this method of brainstorming include the following: 1) each student contributes; 2) this process can be adapted for individualized instruction; and, 3) students have time to think about other students' ideas.

Directions: Assign the following topic to your student(s): Favorite age to be. Then, involve students in the process of brainwriting as described above.

Adapted from "Tools for Developing Prewriting Skills," English Journal, February 1983, p. 58.

4. The strangest thing that ever happened to me is...
5. The funniest thing that ever happened to me is...
6. My best friend is...
7. A sad experience
8. A happy experience
9. A frightening experience
10. A funny experience
11. If I could have one wish come true...
12. Something I dreamed about
13. My future
14. If I could be anyone else in the world...

Questions

1. What bad habit would you like to break?
2. What good habit would you like to develop?
3. How can you improve your writing?
4. What do you do better than anything else?
5. What place would you like to visit?
6. What is the one rule that you will never break in your life (one that you have set for yourself)?
7. What is one question you have never been able to answer?
8. Who is the one person you value most in the world?
9. What is something you take for granted and only began to appreciate when you didn't have it for some time?
10. What would it be like to live on another planet?
11. What is the value of your favorite television program?
12. What is the most important goal in your life right now?

Adapted from A Guide to Good Writing, N. J. State Department of Instruction, 1986, pp. 69-72.

JOURNAL WRITING II

Have students set aside a time each day for journal writing. It is a good idea to begin with writing for at least 5 minutes a day and build up to 15 minutes or more each day.

GUIDELINES FOR INSTRUCTORS:

- The journal may be shared or kept private according to the student's wishes.
- The journal helps the student to become comfortable with writing and to write regularly.
- The journal can focus on suggested topics if students need "starters."
- The journal may be the proving ground for topics that will later be developed in essays.

GUIDELINES FOR STUDENTS:

- Keep a special notebook in which to write the journal.
- Record what has happened to you during the day, your plans for tomorrow, something that caught your attention, or a question/problem that you've been trying to solve or answer.
- Choose a topic or question from the list if you run out of ideas of your own.
- Consider such questions as:

What did you do?

What was the result of what you did?

How did you feel about it?

How did others feel about it?

How could you change what you did?

How could you improve what you did?

Would you want to change it?

Why or why not?

Suggestions for Journal Entries:

Topics

1. The funniest person I know is...
2. The best thing that ever happened to me is...
3. The worst thing that ever happened to me is...

FREEWRITING

Have students freewrite - write whatever they can think of - on a simple topic for about 10 minutes. The only rule is that the student is not allowed to stop writing even if he writes over and over "I can't think of anything to write." Use one of the following topics:

Topic A: Favorite time of the year

Topic B: Favorite place to eat

Topic C: Favorite activity

Topic D: Favorite food

Topic E: Favorite place to visit

CREATIVE WRITING IDEAS

Directions: Choose several of the following ideas. Write down your thoughts. After you complete each statement, tell several reasons why you gave that answer.

From A to Z

A - Assistant - If you could be someone's assistant, whose assistant would you be and what duties would you want?

B - Bother - What bothers you more than anything else?

C - Collection - If you could have a collection of anything you wanted, what collection would you like to own and why?

D - Don'ts - What are the five don'ts that you hear most often?

E - Enough - What two things do you never seem to get enough of?

F - Families - If a bird peeked in your window in the evening, what would he see everybody doing?

G - Good-by - To whom do you dislike saying good-by and why?

H - Heroes - Who is the bravest person you can think of and why?

I - If - If you were an inch tall, what are some of the things you would do that you can't do now?

J - Jealous - What makes you more jealous than anything?

K - Key - If you were presented a key to any place of your choice, which key would you select?

L - Lost and Found - In a gutter you find an old gold locket caked in mud. It has the initials K.R. on it. Who do you think it belonged to and how do you think it was lost?

M - Magic - If you were a magician and could change yourself into something else, what would you change yourself into?

N - Noise - What kind of noises bother you most? What kind of noises do you enjoy?

O - One - If you could have only one thing for dinner every night for a month, what would it be?

P - People - Pick out someone you know very well and describe him or her. Tell not only what he or she looks like, but what he or she is like inside.

Q - Questions - If you could ask any animal five questions and receive an answer, what animal would you choose and what would your questions be?

R - Rules -Tell about five rules that you would like to make someone follow.

S - Surprise - What would be the most super surprise you can think of?

T - Title - If you could change your name, what would you change it to and why?

U - Ugh - What things would make you say "ugh" when you see them?

V - Vitamin - If you could invent a new vitamin, how would it help you?

W - Wishes - What three wishes would you like to have come true?

X - X-ray - Describe one of the following inside and out...an orange, a banana, a can of pop, a candy bar, your purse.

Y - Year - What will you remember most about this year?

Z - Zligmup - If someone gave you one, a Zilgmup, what would you do with it?

BUILDING PARAGRAPHS

A paragraph is a group of sentences about the same idea. One of these sentences is the topic sentence. The other sentences develop the idea in the topic sentence.

Read the following paragraph. Notice how the topic sentence is explained.

> **Taste and flavor are not the same thing.** To taste something, you use the 9,000 taste buds on the surface of your tongue. To enjoy flavor, you use not only your taste buds, but your sense of smell. The smell of candy is part of its flavor just as is the taste. The same is true of other foods.

This paragraph is fully developed and explains the topic "Taste and flavor are not the same thing." Each sentence supports this idea.

Here is another example of a topic sentence:

> Some people become very dangerous when they seat themselves behind the wheel of the car.

The subject is drivers and the main idea is that some are dangerous. Supporting ideas could include the following:

- the driver who cuts in and out of traffic
- the drinking driver
- the driver who tailgates
- the slow poke
- the road hog

Now try the following activities:

Exercise A: Choose one of the following topic sentences:

1. You can learn a great deal from television.
2. It is a good idea to have a hobby.
3. Everyone should keep up with the news.

List 6-8 ideas (not in sentence form) which you might use to support your topic sentence.

Exercise B: Now, use the topic sentence you selected above as the first sentence of your paragraph. Add sentences to make a good paragraph by writing each of the ideas you listed above in sentence form. Your paragraph should now be organized around a main idea.

Adapted from Fundamentals of Writing, by E. Atkinson and B. Hudson, Avery Publishing Co., 1980, pp. 38-42 and The Macmillan English Series, by T. Pollock, E. Duncan, and R. Geist, Macmillan Publishing Co., 1973, pp. 246-247.

FORMS OF WRITING

There are several different types of writing. The type of writing chosen depends on the purpose or reason for writing.

Types of writing include the following: telling stories; describing people, places, or events; trying to change someone's else opinion; and explaining why and how a person feels a certain way about a subject.

Stories can be written to inform or to entertain. Sometimes they may be about a person as in a biography or autobiography.

Descriptive writing is meant to create pictures in the reader's mind by explaining the five senses of sound, smell, touch, sight, and taste.

Writing is sometimes used to explain how something works or how to do something. Its primary purpose, however, is to explain or inform, as in textbooks, magazines, and letters. This may be done by stating facts, explaining a process, or clarifying (to make clear) an idea. For example, "Choose one place you would like to visit and tell why you would like to go there."

When writing is used to change someone else's opinion, special facts and evidence must be used to convince that person. An example would be the following: Imagine you have a super idea for a location for the new city park. Write the mayor trying to convince him that this is the best place for the park.

The group of sentences below is the opening paragraph of a story about Joey in the city:

> There was one thing Joey had learned during his week in the city. A city is always noisy and moving. He had listened to buses, trucks, taxicabs, and cars whir all day, and he went to sleep to their noise. When he walked down the street, bustling people hurried past him. He wanted to stop and watch the police cars rushing past with their screaming sirens, but pushing people kept him moving.

The following paragraph helps to paint a picture:

> The steep skyline of the city could be seen clearly in the dark plum water of dusk. Joey leaned on the ferryboat rail and watched the bow erase the buildings. The sun was getting low and the shadows would soon be gone. As the boat neared shore, Joey began to hear the hum of the city. That hum reminded him of a big blue bottle he had once caught in his hands.

Joey wanted to be a cross-country bus driver. Here is the paragraph he wrote about becoming a bus driver.

> If you want to be a bus driver, you have to begin early to get ready. First, bus drivers must be strong. You have to exercise and eat the right foods when you are young. Another thing that is important is reading. Bus drivers must read road signs,maps, and many kinds of instructions. Later, when you begin to drive, you have to learn rules of the road and ways to act quickly in emergencies.

Activity A: What kind of paragraph would you write about each of the following titles? Choose a storytelling paragraph, a describing paragraph, or an explaining paragraph. Explain your choice to your instructor.

1. My Favorite Dessert
2. The Fourth of July
3. The Storm
4. The Face of Someone I Like
5. Something New
6. The Birthday
7. Things Friends Do
8. My Favorite Place to Visit
9. Baking a Cake
10. Preventing Child Abuse

Portions of this were adapted from Our Language Today, by D. Conlin, H. Fillmer, and A. Lefcourt, American Book Co., 1967, pp. 159-167.

"MY FAVORITE SEASON"

My favorite season is winter for many different reasons. The weather, the holidays, the spirit, and the beauty of winter delight me.

Winter brings cold weather and usually snow. I love to romp in the snow and throw snowballs, hoping that the delightful white powdery coldness will never leave. Another reason I like winter is that I enjoy warming myself with a steamy mug of hot chocolate.

I also appreciate winter because of the holidays that occur then. I like the joy and gifts that come at Christmastime, as well as looking forward to New Year's Eve. The winter vacation from school is a blessing.

The spirit of winter is quite an important reason for why I like winter. The season inspires togetherness and warm family joy.

I am awed by the beauty of nature at winter. Beautiful scenes from postcards seem to be everywhere. I like the virgin beauty of the snow in contrast to gray squirrels, dark green holly leaves, and bright red holly berries. Winter is lovely also in transculent ice on ponds, and occasionally a chestnut-brown deer or two.

Memories of snowball fights, mind-pictures nature, and the mood are all so delightful that certainly winter is the best season of all.

To the instructor:

The above example shows a well-written paper in which the writer tells how he feels about a subject and why he feels that way. The paper is well organized and shows a great deal of reasoning. The vivid choice of words shows concrete details and adds quality to the overall paper. Several reasons are given explaining why the writer feels this way.

ORGANIZING YOUR THOUGHTS

After you have chosen a subject on which to write and gathered ideas for writing, the next step is to organize your thoughts. Use the topic "My Favorite Place to Eat" developed in activity 20.01 entitled "Freewriting." Write in sentence form your favorite place to eat. Review the notes you made on that activity. Write down the ideas you would want to use in a paper on that subject. Now, get ready to organize your thoughts.

Your paper should follow this organization:

1. First paragraph

    * states how you feel about a subject
    * give reasons why you feel that way

2. Second paragraph

    * explains one of the reasons
    * includes details, examples, and experiences to tell more about why you feel that way

3. Third paragraph

    * explains another reason
    * includes details, examples, and experiences to tell more about why you feel that way

4. Fourth paragraph

    * explains another reason
    * includes details, examples, and experiences to tell more about why you feel that way

Note: There may be as many paragraphs as there are reasons for why you feel a certain way.

5. Final paragraph

    * summarizes your feeling and supporting reasons
    * draws a conclusion

It is best to present your ideas in paragraphs. These paragraphs should include:

an introduction	Tell your readers what you're going to tell them
a body	Tell them
and a conclusion	Tell them what you told them.

A good introduction should state the topic of your paper and give the reader a sense of its personal meaning to you. It does not need to be long; a few sentences are all you need to write. Here is an example of an introduction on someone's favorite place to eat.

Introduction: I like to eat at the Garden restaurant. The atmosphere, the price of the food, and the delicious steaks and salads all make it a delightful place to have dinner.

Notice how the writer stated his subject and gave reasons for feeling that way.

Exercise A: Use the topic sentence and some of the ideas you developed in the beginning of this activity. Write an introduction of your own about your favorite place to eat. Have your instructor check your work. Save your work for later use.

Another way of writing an introductory paragraph is shown below.

first sentence: I believe that...

second sentence: One reason is that...

third sentence: Another reason is that...

fourth sentence: A third reason is that...

final sentence: My conclusion is that...

Exercise B: Rewrite the introduction you developed in Exercise A. Follow the format above. Have your instructor check your work. Save your work for later use.

Exercise C: Practice giving three reasons for each of the topics you developed in activity 20.01 entitled "Freewriting." Write in complete sentences and have your instructor check your work.

1. My favorite time of the year is ______________________.

____

____

____

2. My favorite place to eat is ______________________.

____

____

____

3. My favorite activity is ______________________________.

____

____

____

4. My favorite food is ______________________________.

____

____

____

5. My favorite place to visit is ______________________________.

____

____

____

Exercise D: Now, write the body of the paper on your favorite place to eat. You should have a paragraph for each of the three reasons why this particular place is your favorite one in which to eat. Remember to add in details and examples to make your paragraphs more interesting. Review the information at the beginning of this activity on organizing a paper if you have trouble. Look at how the second, third, and fourth paragraphs should be written. Have your instructor check your work. Save your work for later use.

A good conclusion should summarize the main points of your paper. Here is an example of a conclusion on someone's favorite place to eat.

Conclusion: When it comes time to leave, I go away full and pleased. I know that I am getting good food at a reasonable price. The staff, with a warm and friendly smile, always tells me to come back. Therefore, the Garden restaurant is my favorite place to eat.

Exercise E: Try writing a conclusion for a paper on your favorite place to eat. Have your instructor check your work. Save your work for later use.

Exercise F: use the introduction you developed in either exercise A or B, the paragraphs you developed in exercise D, and the conclusion you developed in exercise D, and the conclusion you developed in exercise E. Put these parts together to complete your paper entitled "My Favorite Place to Eat."
Have your instructor check your work for content only.

A WRITING ASSIGNMENT I

Choose any one of the following writing assignments. use the information you learned in the previous activity to help you write a paper on one of these topics. Make sure your paper has an introduction, a well-developed body of three paragraphs, and a conclusion.

Remember to do each of the following:

- Name the subject on which you are writing.
- Give three reasons for why you feel the way you do and explain those reasons.
- Write in complete paragraphs.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

1. If you could put on a magic hat, to make you anyone you would like to be, who would you like to be? Name the person and tell why.
2. You and your classmates are burying a time capsule that will be opened in ten years. List six items you will place in the capsule and explain why you chose each item.
3. Choose your favorite sport. Tell why you enjoy watching or playing this sport.
4. Choose a friend that you like. Tell why you like this friend.
5. Name your favorite sports team. Tell why it is your favorite.
6. Choose the person that you consider to be the smartest person in the history of the world. Tell why you think the person is the smartest.
7. Choose a person whom you think deserves praise for hard work. Tell why you think they deserve praise.
8. Choose a time in the history of the world in which you would like to have lived. Tell why you would have liked to live then.
9. Choose the perfect climate for a perfect vacation. Tell why you think it would be perfect.
10. Choose your favorite holiday. Tell why you chose it.
11. Hotdogs (or hamburgers, pizza, ice cream, etc.) are one of life's great treats. Tell why they are a treat.
12. Choose your favorite kind of car. Tell why it is your favorite.
13. Name your favorite day of the week. Tell why it is your favorite day.
14. Choose a television show that you would either cancel or renew. Tell why you would cancel or renew it.
15. Name the happiest time you ever had. Tell why it was the happiest.

CONNECTING AND UNIFYING THOUGHTS

In writing a composition, there are several different ways of connecting and unifying thoughts. Some of these ways are listed below:

a. repetition
b. pronouns
c. synonyms
d. connecting words
e. transition words

Examples of ways in which to use repetition include using words like the following: all of this means, in brief, in other words, that is to say, to conclude, to summarize.

Sometimes, pronouns can be used in place of nouns. Examples of pronouns include words such as I, me, you, he, them, she, and we.

Synonyms can also be used to add unity when writing. Remember that synonyms are words which have about the same meaning as other words.

Examples of words and phrases that might be used to signal connections or transitions in a composition follow:

Additional Facts:
again, also, another, and, besides, finally, further, furthermore, in conclusion, next, to begin with.

Similarities:
as, as though, also, in the same way, similarly.

Contrasts:
although, but, despite, either, even though, however, if, in spite of, instead, neither, still, unless, yet.

Place:
above, among, below, beyond, farther, nearby, opposite, there, under.

Cause:
all things considered, because, since.

Result:
as a result, for this reason, so, therefore.

Specific Examples:
a few of these are, especially, for example, in particular.

Emphasis:
basically, certainly, in fact, indeed, of course

Time:
after, afterward, as soon, before, finally, later, now, not long after, until, when, while.

TRANSITIONAL DEVICES

A writer may link sentences within a paragraph together in several different ways. One of these ways is by using words and phrases called transitional devices.

Some examples of using transitional devices are listed below:

(repetition) 1. A word in the second sentence may be the same as a word in the first sentence.

Taste and flavor are not the same thing. To taste something, you use the 9,000 taste buds on the surface of your tongue.

(pronouns) 2. A pronoun in the second sentence may refer to a word in the first sentence.

Children should not watch too much T.V. They can easily become too fascinated by it so that they don't take enough time for other interests like reading.

(connecting words) 3. Connecting words such as and, or, and but, can be used to join two sentences together to make a longer sentence.

Sue plays tennis but Jane likes golf.

(transitional words) 4. Transitional words that refer to time, place, or thought in the first sentence may be used in the second sentence.

Time: John met me at 2 o'clock. Then we decided to go swimming.

Place: In the mountains of North Carolina, there is an area where it snows in April. It is here that people can go skiing into the season.

Thought: Working can give you more money to spend. On the other hand, if you work too much, you don't have time to enjoy the money.

A. Here are pairs of sentences. Tell what word or words in the second sentence of each pair link it to the first.

1. Tuesday John arrived. Bill came the next day.
2. Dan Reynolds gave us tickets to the movie. He is always generous.
3. Nancy searched through the scattered papers on the desk. Almost buried underneath them was a faded photograph.
4. The president of our class has many friends. Friends are very important.

5. We each ate five hamburgers. However, Ralph said that he was still hungry.

6. Paul hurried home after the game. When he arrived there, he found an unexpected visitor.

7. The explorers were in a difficult position. Nevertheless, they remained confident of reaching their goal.

B. What transitional device in each of the following sentences tells you that another sentence comes before it? Write a companion sentence for each of these five sentences.

1. Mr. Appleseed planted two trees the next year.

2. In this way the hunters were able to reach home.

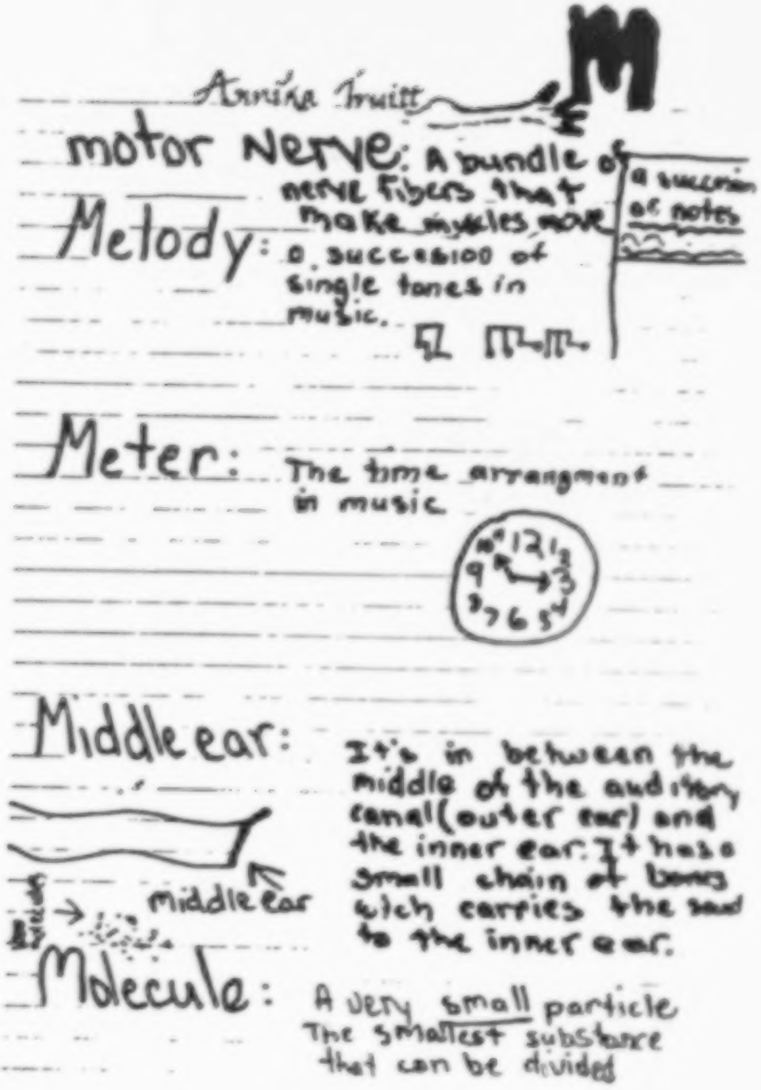
3. It frightened us.

4. The first night the mysterious elves finished all Claudia's homework.

5. The porcupine, on the other hand, defends itself by rolling into a small ball, with its needle-sharp quills extending outward.

Adapted from The Macmillan English Series, by T. Pollock, E. Duncan, and R. Geist, Macmillan Publishing Co., 1973, pp. 248-250.

STUDENT DICTIONARIES - SAMPLE PAGE



Annika Truitt

M

motor Nerve: A bundle of nerve fibers that make muscles move

Melody: a succession of single tones in music.

a succession of notes

Meter: The time arrangment in music

Middle ear: It's in between the middle of the auditory canall (outer ear) and the inner ear. It has a small chain of bones wich carries the sound to the inner ear.

Molecule: A very small particle The smallest substance that can be divided

Building Self-Esteem Through the Writing Process, by L. Howgate, The National Writing Project, 1982, p. 103.

AN ADVERTISING AGENT

Ask the students to create a product -- a new cologne, a new type of toilet paper, a new sports car or family car. Have them make an ad for the product and to write a brief description of whom they are trying to reach with the ad. Present the ads to the group and see if the other students agree that the ad works for the specified group. The advantages of this exercise are varied:

(1) It incorporates "peer assessment" of something that isn't written and, therefore, doesn't create as much anxiety. This exercise is an excellent way to introduce peer evaluation.

(2) Students are allowed to use their right brain for the art work and their left brain for any language that appears in the ad. Thus the exercise forces whole brain activity which the creation of an essay depends upon.

(3) The students see a "real" audience. The group becomes consumers who are responding to the student writer's work. For many, this is an eye-opening experience, for most students are used to a teacher reading and grading their work.

Adapted from "A Guide Through the Writing Process," by Mark Branson, 1987.

GETTING STARTED BY FREEWRITING

Students often say they can't get started with a piece of writing. Statements such as "I don't have anything to say" are common to many of them. There is a way to begin writing and to discover ideas at the same time. This is called freewriting.

To use this activity you just need to put your pen to the page, think about the topic, and write about whatever comes to mind.

Here is a student's example of freewriting on the topic "Reading and Writing in My Life."

> Reading and writing in my life not much
> problem with reading I always liked to
> read my writing what do I feel about my
> writing? unsure of correct English grammar
> Punctuation plurals and possessives
> specific topic development term
> paper correct phrasing taking
> sloppy notes not comprehending what notes
> I have just taken Always used to be a good
> student when it came down to writing skills and
> correct English rules Have forgotten so much am
> unsure of my writing Read a lot of books
> newspapers, Sports Illustrated, Reader's
> Digest Gone With the Wind
> biographies of famous people Never had any
> trouble before with capitalization or spelling
> Having to use a dictionary now even to
> just write a letter out of practice hope
> to gain confidence in time Writing is
> enjoyable and also a chore already getting
> writer's cramp It's beginning to hurt wish
> my pen would run out of ink Being out of
> practice with writing seems to be easy enough to
> overcome as long as you can stand writer's cramp
> If you can't you're going to have a hard
> time. When I'm done here I'll have to go
> over this and see if I can make any sense out of
> it will check for misspelled words quite
> sure that they'll be there

Now try the same activity on your own using the following topic: "Describe the car you would like to own one day."

Adapted from The Developing Writer, by M. McKoski and L. Hahn, by Scott, Foresman, and Co., 1984, pp. 2-3.

Choose one of these words:

- food
- baby
- tree
- dessert
- snow
- clothes
- carnival
- kitten
- fruit
- house

1. Write all the ideas you can think of in the space below about the topic you choose.

2. Put circles around the ideas and draw lines between ideas that go together. This gives you clusters of ideas.

3. Choose a cluster. Copy it below. Write more ideas about this cluster. Then put circles around the ideas and draw lines between ideas that now seem to go together.

4. Decide which of the clusters you like best. Choose 2 that go together. Copy them here.

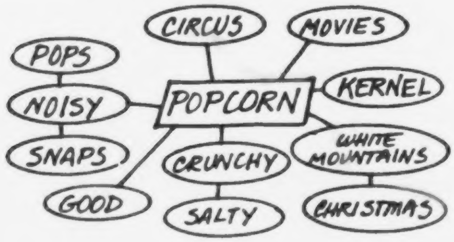
5. Look over your two clusters. Cross out any ideas that do not belong. Add any words that make good word pictures.

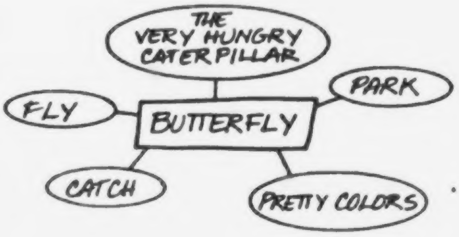
Adapted from Developing Key Concepts in Composition Book E, by A. Christiano, Barnell Loft, Ltd., 1985, pp. 5-6 and Practical Ideas for Teaching Writing as a Process, ed. by C. Olson, University of California, 1987, pp. 22-23.

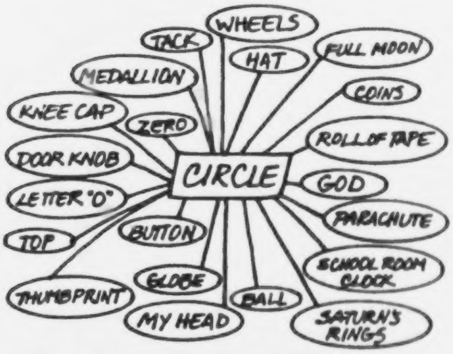
CLUSTERING I

Clustering is a way of producing ideas on paper by helping you sort your thoughts. It also makes writing more like taking a picture making it less frightening. After the clustering exercise is completed, questions involving the five senses will give descriptive responses. Sentences and then paragraphs can be written from the clustered ideas.

See the following examples of clustering for the words popcorn and butterfly as well as the example and story about a circle.


POPCORN
CIRCUS
MOVIES
POPS
NOISY
SNAPS
KERNEL
WHITE MOUNTAINS
CRUNCHY
GOOD
SALTY
CHRISTMAS


BUTTERFLY
THE VERY HUNGRY CATERPILLAR
FLY
PARK
CATCH
PRETTY COLORS


CIRCLE
WHEELS
TACK
HAT
FULL MOON
MEDALLION
COINS
KNEE CAP
ZERO
ROLL OF TAPE
DOOR KNOB
GOD
LETTER "O"
PARACHUTE
TOP
BUTTON
SCHOOL ROOM CLOCK
GLOBE
THUMBPRINT
BALL
MY HEAD
SATURN'S RINGS

The circle is round and smooth. Coins like dimes and fifty cent pieces are in circles. A circle takes the formation of your knee cap. It is the form of Saturn's rings. The circle is the shape of a medallion glittering in the sun. A circle is like the rings of a bracelet. People get married and have a circle placed on their finger, a wedding ring. A circle shows the significance of how God is infinite. A circle takes the brightness of the full moon. I wear a button almost every day, a circle button. It reminds me of a classroom clock—ticktock, ticktock, ticking time slowly away. A circle is the egg that rests on your table. A circle is the base on which your hair rests. It is the turning of the doorknob, the orbiting of the planets, the parachute springing out as the person leaps out of the airplane. It is the thumbprint of a human being twisted and turned, making the whirls in your thumb. It is the wheel on a bicycle spinning round and round. A circle is a fascinating two-dimensional object.

USING VISUAL TECHNIQUES

Lesson: I See, I Hear, I Smell, I Feel, I Taste

Supplies needed: slide projector, slides of interest to students; for example, scenic vacation spots in North Carolina

Set the stage: Explain to your student(s) that they will become sensory guides for others and that it is their responsibility to construct vivid images for other people. Vocabulary lessons can then be developed that emphasize the five senses. Another technique that can be used is to have students take a few quiet minutes to tune into their environment. Have them stop to listen to all the sounds around them as well as to carefully observe their surroundings.

Activity: Using slides of scenic places to visit, have the student(s) describe by writing or telling about what they sense. Their statements should begin with "I see..., I hear...I smell..., I feel..., I taste." (Taste could be omitted but should be mentioned as one of the senses at some point. Ask students to use specific and vivid language to describe a scene.

A variation of this exercise is to have a person describe the scene to others in a group who have been instructed to cover their eyes. The "guides" should tell what they see, hear, smell, and feel. "Blind" students may ask guides for more specific information like "What shade of blue is the sky?" Then all students may look at the scene to determine if it is as they imagined. The instructor can then suggest ways of having improved the guide's description.

Students can then create lists of words or phrases that can later be used for developing paragraphs and compositions.

Adapted from Practical Ideas for Teaching Writing as a Process, ed. by C. Olson, University of California, 1987, pp. 92-93.

OBSERVING II

One reason for working on observational skills is to help the student learn to be specific in recording details. To improve your students' skills at observing, try the following activity:

Activity:

Give students books and magazines that have photographs which leave little or no room for uncertainty as to how to interpret. Pictures of pastoral scenes, mountain villages, city traffic, market places, old people, and war scenes are probably best. Magazines like National Geographic and Holiday and books such as Joy Adamson's Born Free are also excellent sources.

Students are asked to examine a picture and decide on a quality that is most striking to them. Then they record that quality jotting down as many details as they can that produce that impression.

A variation of this activity is to have students work in groups using several pictures that are similar, for example, city street scenes. However, each picture should give a different impression - one of gloom, another of poverty, etc. Each person in the group should examine all pictures identifying one major impression and the details that go with it. Have them observe how different details change the impression of the overall picture.

Adapted from Observing and Writing, by George Hillocks, Jr., National Council of Teachers of English, 1975, pp. 16-18.

STYLES OF WRITING

Purpose: To make comparisons of various styles of writing.

Preparation: Provide newspapers and an explanation of various kinds of writing. Use the following information:

The main objective of news stories is to inform and to describe. Both information and description rely on observations. Interpretation is the aim of features, news analyses, and some editorials and columns. All explain events, reading between the lines and giving more extensive background information than straight news stories. Some editorial and feature writers assume an argumentative tone. Arguments may be logical or emotional and written in the first or third person. Editorials also evaluate people and events and make proposals.

Presentation: Have students analyze the writing in various newspapers and/or in a series of stories about a single event. They should try to identify examples of each approach that is explained in the preparation.

Adapted from Using the Newspaper in the Classroom, News and Observer Publishing Co., p. CS19.

"THE KITCHEN"

The room I chose to redecorate is the kitchen in my home. It is a fairly small kitchen with "white, painted, worn out cabinets hanging from the ceiling. It has an old, old floor with many colors in it that look like they have been splattered on. There is a big brown dish cabinet next to the wall. The refrigerator and stove are green and side by side against the wall. They are both very old and are rusting, and the refrigerator leaks. The walls are painted white. There are also brown cabinets, not painted, around and under the stainless, silver sink, that are worn out. On top and around of those cabinets and sink, there is a white and green spotted counter top. I want to redecorate because the kitchen is worn out like I said. This is how I want to redecorate it. First I want to put a new white and tan tiled floor over the old one. Then I want to move the stove the other side of the room. Next I want to take some of the cabinets out that are on the floor and put in new ones, and stain them. After that I want to paint a green design in the middle of the cabinets to cover almost all of it up. Then I am going to move the dish cabinet into the hall. That will give it more room. Then beside the stove, I want to put in a bar with shelves in it and put a brown and tan striped counter top on it. I am going to do the same thing to the old counter top around the sink. I am going to put threw bar stools, next, that have tan padding for people to sit on at the bar. Last but not least I am going to wallpaper the walls with a strawberry print. That is how and why I want to redecorate my kitchen in my home.

ORGANIZING A PAPER

Assignment: The student will write about an "unforgettable" character.

Paragraph one:

The most unforgettable character I've met was (name) whom I knew (when and where). He was different from other people I knew because (list the differences).

Paragraph two:

Body of paper. Write at least one paragraph giving details of each different characteristic and example(s).

Paragraph three:

Conclusion - A wrap-up paragraph that gives a brief summary of what you have written and shows that your paper is finished. For example,

> Therefore, Henry Smith is a character I will never forget. He is different from most of my other friends because he is often very clumsy, sometimes acts too silly for his age, and dresses in a strange way. However, I must say that in spite of all of these differences, he is one of the nicest people I know.

Adapted from A Guide to Good Writing, N. J. State Department of Education, 1986, p. 79.

A WRITING ASSIGNMENT II

Choose any one of the following writing assignments. Use the information you learned in the previous activities to help you write a paper on one of these topics. Make sure your paper has a beginning paragraph, a well-developed body, and a concluding paragraph.

Remember to do each of the following:

- Name the subject on which you are writing.
- Use words that will help the reader picture the subject you are describing.
- Write in paragraph form.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

1. Think of an outfit that you love to wear. Describe this outfit so that anyone who reads your paper could recognize it.
2. Describe your favorite meal so that anyone who reads your paper could see it on your plate.
3. Describe the sights and sounds surrounding the visit of the summer carnival.
4. Describe your best friend. Tell how he/she looks so that someone reading your paper could recognize him/her.
5. If I could redecorate a room (any room), it would look like this.
6. Choose a favorite food and describe how it smells, looks, and tastes.
7. Describe how a baby looks so that someone reading your paper would know how one looks.
8. Choose a baby animal (puppy, kitten, etc.) and describe how it looks.
9. Describe a tree in a particular season of the year.
10. Describe your favorite dessert.
11. Describe your favorite place to visit in the summer.
12. Describe a favorite fruit. Tell how it looks, smells, tastes, and feels.
13. Describe a snowfall.
14. Describe the most beautiful scene in nature that you have ever witnessed.

THE FREEWRITE

Freewriting is an excellent method of getting students to produce written language without worrying about getting it right. The objective is fluency and getting students accustomed to writing.

Freewriting requires the student to write for a period of time without stopping. As the student becomes more comfortable with the activity, the amount of time can be increased. If the student gets stuck in writing,they may write the phrase "I don't know what to write," or repeat the last phrase written until something else comes to mind, or simply write "I can't remember."

Students should be reminded to write quickly, not backtrack to change anything, and not to worry about correctness or editing.

Sharing of information can be encouraged but not required. No evaluation by the instructor is necessary.

Given below is an example of an unedited, five minute freewrite of a GED student. Notice the improvement in sentence structure after the first sentence.

What is a hero, is so many, many ways to explain about a hero.

One is one who saves people and that one is Called a fireman.

The next in mind is the policement, who give up their lives in action when there is robbery, killing and accidents.

Service men during the war were heros. They all gave themselves to help stop the war and killings

Doctors are heros to me as they are ones who you can depend on when you are il ind need help to get bette

Parents also are heros as every Chied surely looks up to them and need them for so many things, help and Understanding. With love

Adapted from A Guide to Good Writing, N. J. State Department of Education, 1986, pp. 49-50.

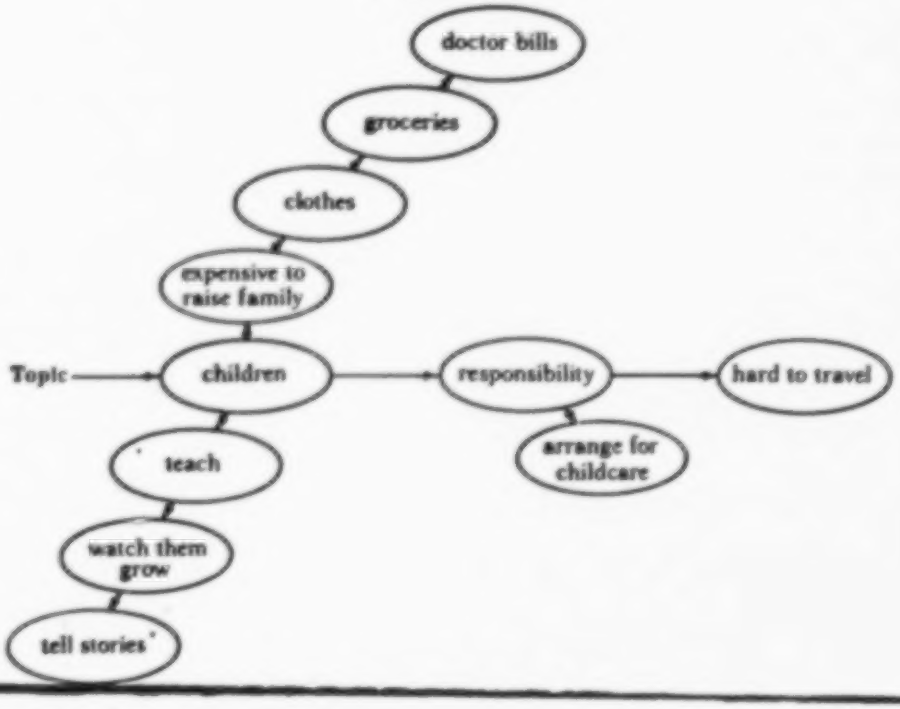
CLUSTERING II

Clustering is an activity in which a stimulus word is written in the center of a piece of paper with a circle drawn around it. As ideas related to the word occur to the student, he is to write them outside the circle, circle them, and attach them to the center circle or to each other with arrows. See the example below.

CLUSTERING

To make a cluster, write a word or two in the center of a page to represent your topic. Circle the topic. As you think of ideas to include in your writing, write them on the page, circle them, and connect them to the topic.

Sample Cluster



doctor bills
groceries
clothes
expensive to raise family
Topic
children
responsibility
hard to travel
arrange for childcare
teach
watch them grow
tell stories

Each strand of the cluster is a different subtopic. This type of grouping often happens naturally, as the arrows and circles help you to think of more ideas. When you are finished, ideas can be crossed out or rearranged. However, while ideas are being produced, no items should be marked out.

Now choose one of the words below and write it in a circle in the center of a sheet of paper. Make a cluster of ideas similar to the example above.

money freedom movies time home

Have your instructor review your ideas with you.

Adapted from The Writing Program Viewer's Guide, Contemporary Books, Inc., 1987, pp. 15-17.

THE READING JOURNAL

A reading journal is similar to a writing journal except that entries are kept on material that is read. It lets you think and express how you feel about reading assignments. Getting thoughts, ideas, and feelings down on paper as they occur is important; otherwise, they're lost. Any feelings you share are correct since they are your own feelings.

Directions

Use a spiral binder or standard notebook paper; if you use loose leaf paper, please clip it into a binder. Please date each of your entries and number each page.

As you read different assignments given to you by your instructor, write your personal responses to the work. State your feelings, thoughts, reactions, and questions about situations, ideas, actions, characters, setting, symbols, plot, theme, and any other elements of the work which interest you or mean something to you. Since it is important that you quickly write down ideas as they occur to you, don't be overly concerned with spelling, punctuation, usage, etc. Just think and write fast as you read.

You cannot be wrong in your responses, so take risks and be honest. Write about what you like or dislike, what seems confusing or unusual to you. Tell what you think something means. Look for examples of writing you particularly like or dislike and tell about them. Make predictions about what might happen later. Relate your personal experiences which connect with the plot, characters, or setting. (Note: Do not write a summary of what was read.)

The following is a list of suggested sentence lead ins.

1. This character reminds me of somebody I know because...
2. This character reminds me of myself because...
3. I really like/dislike this idea because...
4. I really don't understand this part because...
5. This character is like (name of character) in (title of work) because...
6. I think this setting is important because...
7. This scene reminds me of a similar scene in (title of work) because...
8. This part is very realistic/unrealistic because...
9. I like/dislike this writing because...
10. This section makes me think about/because...
11. This section is particularly effective because...
12. I like/dislike (name of character) because...
13. The character I most admire is ____________ because...

For the Student

- Be truthful, thoughtful, and thorough.
- Write as you read; react as ideas and feelings occur.
- Relate what you are reading to your own life experiences.
- Remember that your thoughts and feelings cannot be wrong; do not be afraid to take risks.
- Compare and contrast what you are reading with what you have read before.

Adapted from "Reading, Thinking, and Writing Using the Journal," September 1985, p. 48.

OBSERVING DETAILS

Activity A:

Materials needed: holiday cards, paintings, or photographs

1. The teacher should present several greeting cards, paintings, etc., and have the student select one.
2. The students should be asked to examine their selection carefully, remembering as many details as possible.
3. Students should then be asked to list as many details as possible in a few minutes without looking at the picture.
4. Titles should then be written for the pictures based on the details created.
5. Students should then state in a sentence the main impression they received from the picture.

Activity B:

Make use of descriptive words by having students describe sensations of feeling, hearing, seeing, smelling, or tasting. Have them copy each adjective and write at least one noun to complete a picture.
Example: blazing sun, blazing fire, blazing furnace

bitter
clanging
buzzing
dazzling
gritty
moist
roaring
rough
rushing
sharp
whizzing
tart

Adapted from Practical Ideas for Teaching Writing as a Process, by C. Olson, California State Department of Education, 1987, p. 84.

BEING THREE PEOPLE AT ONCE

The married student may find the demands made on her by her husband, children, and school to be frustrating. She may be expected to be a perfect wife, mother, and student. She will find it difficult to keep all her relationships running smoothly without letting one interfere with the other. **Thesis:** It will be difficult trying to pursue a career and live up to the expectations of everyone around her.

Topic Sentence: The most demanding could be her husband. He might expect the house to stay perfectly clean. He may not want to come home and find a sink full of dishes because she had an early class. He may want her to be ready to take trips with him. She will find he has a hard time understanding the importance of her attendance in class. He may feel she spends too much time studying. The husband may not like the hours she has to spend on her studies at home. The husband's expectations could interfere with her studies, and also, the children could cause problems for the married student.

Topic Sentence: The married student's children will not want their lives upset because of their mother's career. They will still expect mom to take them to all the places they want to go, and will become angry if she does not have the time. They may not like the babysitter. She may have to find someone they can be comfortable with. Most of all, the children will find it undesirable to give up their time with mom for her work. She will find it difficult to take time away from them. The married student will find her school work affected by the demands of her children; likewise, the demands made by the school will affect her family.

Topic Sentence: The school expects the married student to keep her family from interfering with her school work. They want perfect attendance. They do not want her skipping classes to take trips. They require that a certain amount of studying be done at home. She must comply with meeting these requirements. The school expects her to be in class on time. They do not want her coming in late because of her family. The married student will find it hard to keep her school and family separated.

The married student will have to work extra hard in pursuing her career. She will find it tiring to keep her husband, children, and school from interfering with each other. She might find herself in a vicious circle trying to live up to all that they expect from her.

Obtained from Augusta Bell, Central Piedmont Community College, Charlotte, NC.

GRANDMA'S REMODELED KITCHEN

What was once a drab, out-dated kitchen has now been renovated into a pretty modern one with the addition of new cupboards and appliances; however, the nine-foot-high ceiling and ornate woodwork above the windows and doors still lend their old fashioned atmosphere and charm to the huge room. Light wood birch cabinets with curved brass handles line the north and east walls of the kitchen in the fifty-year-old house. Ample working space is provided by pearl grey Formica countertops which display a shiny Sunbeam toaster standing by for a hurried breakfast. A pot of coffee, its hot brown liquid perking rhythmically up and down in the glass knob of the lid like the beat of a drum, sends the aroma of fresh coffee throughout the room. A bright red tray decorated with a modernistic rooster stands proudly against the back of the cupboard counter.

The recently polished cupboards give off an aroma like the scent of a lemon. Inside one section, the fragrance of spices permeates the interior; pottery dishes in assorted hues of yellow, aqua, orange and bright blue are stacked neatly in another with tall green glasses resting nearby. At the bottom, an assortment of cooking utensils is stored--Grandma's heavy aluminum roaster in which she baked her Sunday chicken, favorite saucepans showing just a little bit of black on the bottom and her old wooden rolling pin with one handle missing.

Three open shelves flank each end of the cupboards and hold a variety of decorative items: a tiny china poodle that changes color to forecast the weather--today, it is blue for "fair"; a miniature red wheelbarrow; a marmalade jar shaped and painted like an orange. A pottery vase has a bluejay jay poised on a branch ready for flight, his mouth open as though he had just snatched a seed of an insect from the bouquet of flowers in the vase behind him. Above the cupboards, a yellow electric clock peers down, its metal black hands and red minute hand never stopping to rest.

These attractive units have replaced the antique white kitchen cabinet of Grandma's day which had a built-in flour sifter and a center door that rolled up like a receding garage door. It sits forlornly in the damp basement where it is used as a storage receptacle for rusty tools, an old Emerson table model radio, a dusty light fixture.

Two other appliances have been changed to add to the decor of the room. A white gas range with chrome handles and black colored burners now stands in the corner where a cook stove once radiated warmth and glow from burning small lumps of coal and bits of kindling. On it a copper teakettle hissed lazily, letting off small puffs of steam into the air, or a pan of applesauce simmered on the "back of the stove." Small chrome letters spell out "Universal" on the new model, and it can be turned on and off with the flick of a switch not requiring the begging and coaxing that the old model did. A new sink, enclosed in a white metal cabinet with two drawers and a storage area, has chrome faucets like polished silver from which a small stream flows, running up the water bill. Grandma's original one was a dull wooden base with a small iron pump that had to be primed before water would gush forth.

A square wooden archway connects the work area of the kitchen to a breakfast nook. It has a shiny round table in the center circled by four captain's chairs padded with corduroy cushions to soften the hard wood seats. Sheer pink ruffled curtains frame the double west windows letting in the late afternoon sun; red, white and pink peony bushes peek in from the back yard, and an artificial bouquet of blue forget-me-nots hangs from the outer wall. An old, but still efficient refrigerator recessed under more cupboards hums away. Cold grey linoleum, its monotony broken by swirls of pink, blue, and yellow like the colors of a rainbow,covers the floor.

This, then, is the way the kitchen looks today--a remodeled version of the drab, out-dated one.

Adapted from Stages in Writing, by Karl K. Taylor, McGraw-Hill Pub. Co., 1973, pp. 62-63.

THE FRAMED PARAGRAPH

Steps:

A. Students will decide on a topic from activity 29.02 (a) or from activity (d) The Reading Journal.

B. Students will use ideas about the topic developed in those same activities.

C. Students may share their ideas from the prewriting exercises with other students or the instructor can reinforce or dispute each other's ideas. The ideas begin to become clearer.

D. Students are asked to write a paragraph using the following framework:

first sentence: I believe that...or my opinion is that...
second sentence: One reason is that...
third sentence: Another reason is that...
fourth sentence: A third reason is that...
last sentence: I conclude or recommend that...

NOTE: Whatever the student writes following that should be a complete sentence. Have the students place an X on every other or every third line of their papers. This allows room for changes without rewriting the complete composition.

The paragraph chart shown below may be helpful in completing this assignment.

Paragraph Chart

Questions	Answers
What statement am I making? (What is my opinion?)	
My opinion is that...	
What are my reasons?	
One reason is that...	
Another reason is that...	
A third reason is that...	
What is my conclusion and/or recommendation? (What should be done about it?)	
Therefore, I think that...	

E. Students can improve their paragraphs by:

1. removing the frame
2. adding adjectives to clarify (which one? what kind of? how much? how many?)
3. adding adverbials (how? when? where? why? to what extent?)
4. adding transition words (in addition, therefore, next, then, later, however)
5. adding another sentence for each reason

Additional Activity:

- * Students will then be asked to develop their paragraphs into an essay, generating a paragraph for each sentence of the frame.

The essay should have an introductory paragraph, a well-developed body of paragraphs containing supporting details for each reason, and a conclusion.

A five-paragraph essay might look like the following example:

MY FAVORITE SEASON

(Introduction)

My favorite season is summer. One major reason is because of summer's warmth. It is also the best season to have fun in the sun, take a vacation, and generally lay back and enjoy life. Children are usually not in school during this time; therefore,families can spend more time together.

(Body)

Because of summer's great warmth, it is often nice to just go out on the porch and enjoy the beauty of God's world. Such times are so relaxing. It makes one realize the things that are really important in life are free.

Summer is also the best season for fun in the sun recreation. Trips to the beach, vacations to the amusement park, and getting a suntan are lots of fun. On a hot summer day, the beach is a perfect place to cool off, especially in the cool waters. You can even dive off the pier into the refreshing water below.

When school lets out for the summer, kids are ready for a break and so are adults. It's the perfect time for a vacation. Families can then relax and spend more time together.

(Conclusion)

Therefore, I think summer is the best season of the year because people can enjoy activities that they can't do when it is cold, like go to the beach. The summer's warmth changes the way people feel. It makes them more relaxed. With children being out of school, families can go on vacations, go to the beach, or just enjoy doing things together.

Have your instructor check your paper for content only.

Adapted from "A Guide to Good Writing," N. J. State Department of Education, 1986, pp. 63-64.

A DESCRIPTIVE ESSAY

In writing a descriptive essay of five paragraphs, the first paragraph serves as an introduction to the subject being described. The details that will be further explained in the following paragraphs are stated here also.

The second, third, and fourth paragraphs explain the details or examples given in the introduction.

A final paragraph summarizes the details and serves as a conclusion to the essay.

Activity: Your next assignment is to describe the room shown on the following page. This assignment requires observation skills, the ability to see specific objects and detail. Your job will be to describe the room in such detail that the reader will be able to "see" a mental picture.

Your first task is to look at the room and tell about its general purpose before you begin writing about details. You might say that the room is a study, about the size of a small bedroom, probably used by a college student. To set the room apart from other similar rooms, you will need to select specific objects or characteristics that make it different. Don't forget to use your five senses of sight, hearing, feeling, smelling, and maybe tasting.

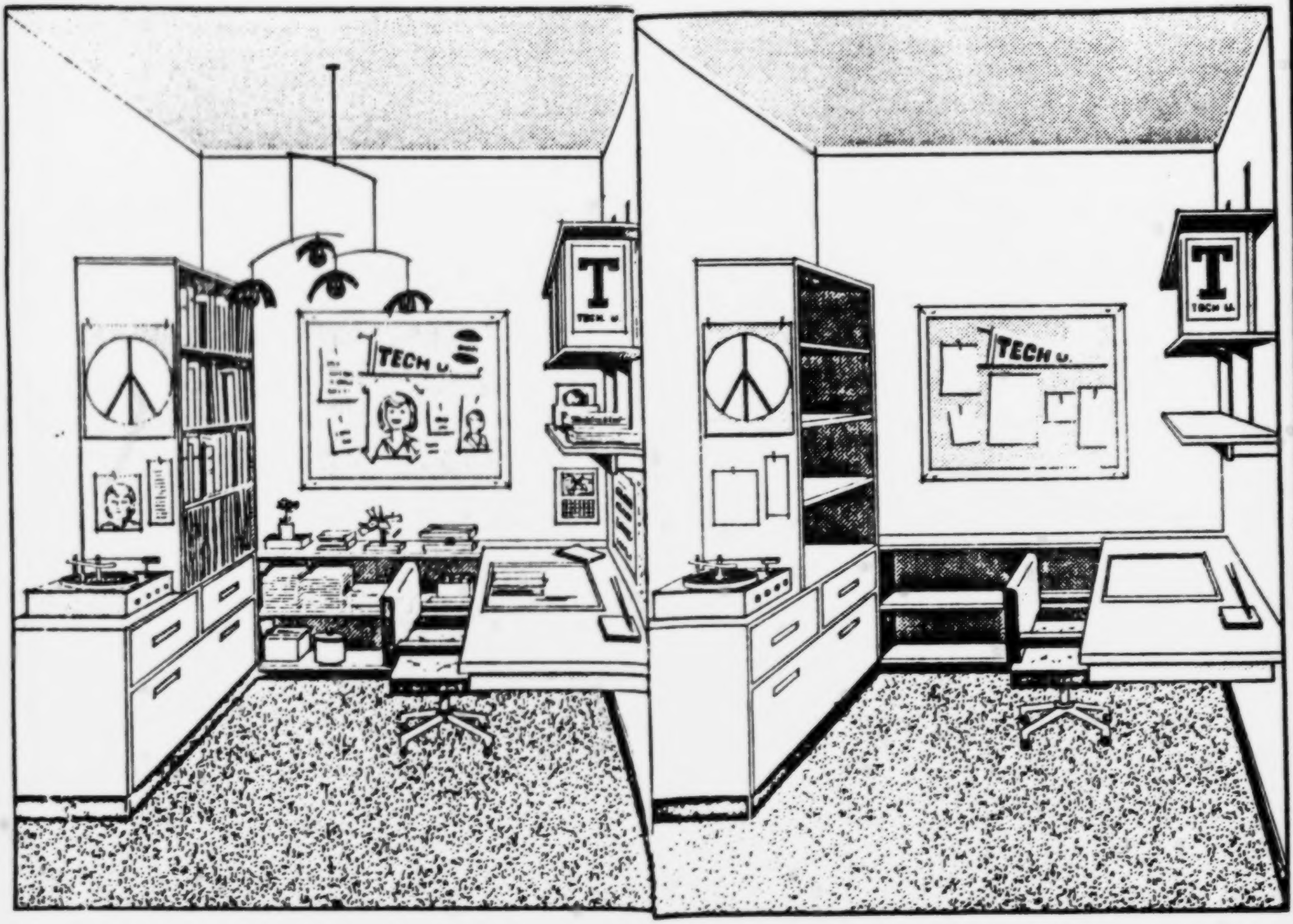
Two pictures of the same room have been included in order to help you see the important objects located in the room. There are far too many objects to describe; therefore, you should select only 3 or 4 (not 10 or 15) really important objects and describe them in detail. The items selected should be those that best describe the room. Use concrete and vivid words as well as a variety of words to make your writing more colorful.

In short, when describing a place like this room, give your reader a general impression as well as some specific details which tell him something about the occupant.

For an example of a descriptive essay, reread "Grandma's Remodeled Kitchen." Ask your instructor for a copy. When you have finished your paper, have your instructor check it for content only.

Adapted from Stages in Writing, by Karl K. Taylor, McGraw-Hill Publishing Co., 1973, pp. 27-31.

DESCRIBING A PLACE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WRITING ASSIGNMENT III

Choose one of the writing assignments in Activity A and one in Activity B. Use the information you learned in the previous activities to help you write a paper on these topics. Make sure your paper has an introduction, a well-developed body of paragraphs, and a conclusion.

Remember to do each of the following:

- Name the subject on which you are writing.
- Give supporting reasons or details.
- Write in paragraph form.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

Activity A: 1) Think of a favorite food and tell why you like it.

2) Tell why something is special to you. Be sure to identify the subject you are writing about.

3) Choose any one of the following and tell why you like it:
your favorite book, flower, car,
a sport you enjoy doing
how you feel about horror movies

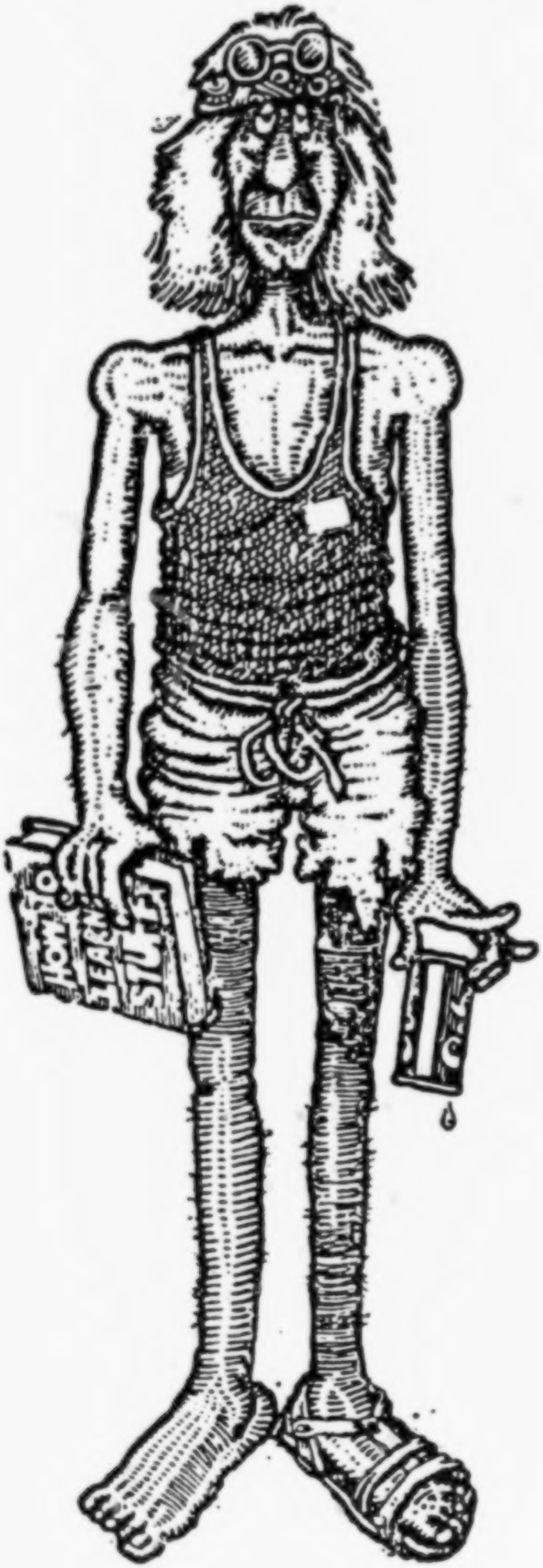
Activity B: 1) Describe Marvin Goglet (see figure 1) for Susan Aardvark. You can give Susan any characteristics you wish: she may be a born again follower of the PTL or she may be a cheerleader at the local high school. In any case, make it clear that she has never seen Marvin, but she is quite interested in dating him.
(Adapted from "A Guide Through the Writing Process," by Mark Branson, 1987, pp. 26-28.)

2) Describe your own terrible, horrible, no good, very bad days.

3) Choose a name from the telephone book, then write a character "profile": age, sex, physical appearance, family status, job, favorite things, basic attitudes, etc.

4) Use the information from activity 29.02 (d) entitled "Observing." Write a description of the scene, avoiding such phrases as "in this picture" or "this picture shows." The written description should make use of the details in the picture to give the impression the student feels it shows.

Marvin Goglet


HOW TO TEACH STUFF

DEVELOPING A SENSE OF AUDIENCE

The listing below represents "real" situations that call for "real" writing. These activities will help students develop a sense of audience.

* **Writing for Other Students**

  1. An exchange of letters between classes. The topic may be a reaction to some contemporary issue or another type of assignment suitable to the situation.

  2. An exchange between classes of profiles written about people in the community. This exchange could take place before the final drafts were written so the revisions could incorporate the readers' questions.

  3. Notes written to absent classmates explaining what went on in class so the students will come back prepared.

  4. Booklets or stories written for younger children and "tried out" on them by the writers.

* **Writing for People in the Outside World**

  1. Actual letters of application for part-time jobs.

  2. Letters to the editor of local newspapers or magazines in which the student writers discuss topics of interest to students.

  3. Stories, poems, or essays for the school literary magazine.

  4. Entries written for writing contests of any kind.

These are only a few of the many possible audiences for students' writing. All of them demand that the writers think about their audience's uniqueness and shape their writing accordingly.

Adapted from Practical Ideas for Teaching Writing as a Process, California State Department of Education, 1987, p. 72.

UNDERSTANDING YOUR TOPIC

Sample Assignment:

Background Information

It has been reported that young people watch television on the average of four to six hours a day. Many people believe that this has had a great effect on young people.

Topic

Write a composition of about 200 words describing the effect of TV watching on young people.

Instructions

You may describe the positive effects, the negative effects, or both. Be specific, and use examples to support your view.

The above example of a writing assignment has 3 parts: 1) background information to the student; 2) the topic; and 3) instructions to the student. Read the assignment and notice which words and sentences represent these three parts.

Activity A: Using the example given below, locate the three parts of the assignment. Underline, circle, or draw a wavy line similar to the one already done for you above. Remember to locate the topic, background information, and instructions.

> The automobile has certainly been responsible for many changes in the United States. Some of these changes have improved our lives and some have made life more difficult or unpleasant.
>
> Write a composition of about 200 words describing the effect of the automobile on modern life. You may describe the positive effects, the negative effects, or both. Be specific, and use examples to support your view.

Have your instructor check your work.

Activity B: Use the text GED Writing Sample by Steck-Vaughan Publishing Co., pp. 82-86. Locate the three parts of each writing assignment. Underline, circle, or draw wavy lines just as you did in the previous activity. Have your instructor check your work.

FORMING JUDGMENTS

Preparation: Provide newspapers and point out problem situations in several sections from humorous ones in the comics to those involving conflicts among nations.

Presentation: Give students the following outline:

Problem
Cause(s)
Effect(s)
Solution(s)
Obstacles to the solution(s)

Using various sections of the newspaper, have students complete the outline. The difficulty will vary depending on the article chosen from the newspaper. Choices include Ann Landers, comics and editorials.

Use the outline in a long-term project. Have students identify a problem that is likely to be covered over a period of time. Require that they do the following:

1. Locate and read stories, editorials, cartoons, etc. about the topic.
2. Organize the articles by date of publication.
3. Summarize their findings using the outline.
4. Compare their analysis of the problem with other students.

Adapted from Using the Newspaper in the Classroom, News and Observer Publishing Co., CS27.

WARMING UP BY FREEWRITING

Have students freewrite - write whatever they can think of - on a simple topic for about 10 minutes. The only rule is that the student is not allowed to stop writing even if he writes over and over "I can't think of anything to write." Use one of the following topics:

Topic A:	Parents and children often disagree about some topics because they have different points of view. Make a list of some of these topics and freewrite about one topic from the list.
Topic B:	Children in your neighborhood have no place to play but the street.
Topic C:	Your community has a ten o' clock curfew for anyone under eighteen.
Topic D:	State a local problem and freewrite about the problem and your ideas for solving it.

WRITING NOTES TO YOURSELF: JOURNAL WRITING

Journal writers often write about their feelings. They tell how they feel about people, events, ideas, etc. Choose some of the following topics and maintain a journal for several days. You may use a small notebook for your daily notes. Remember to tell how you feel or what you think. Do not worry about grammar or spelling.

Topics

1. The old days were better.
2. The best students are girls.
3. The woman has it best.
4. Older people make the best drivers.
5. The civil rights movement has changed.
6. Young people are giving up drugs.
7. Children have rights too.
8. Today's society is sports dominated.
9. Children learn prejudice from adults.
10. Suffering makes us better human beings.

You may like to share your ideas with your instructor or other classmates.

GROUP ANALYSIS

Group analysis is a brainstorming technique that will help students generate ideas for a topic. Once a topic has been selected, students think of groups of people that the topic affects and then lists ways those groups can be affected.

Example: Topic: Should students be required to finish high school or be allowed to drop out at 16?

Groups of people affected

teenagers, their parents,
teachers, employers,
society as a whole

How these groups are affected:

Group 1: teenagers

Positive Effects: can get a job and earn an income, have more free time

Negative Effects: may not be able to later complete their education, free time may allow them time to get in trouble, have few skills and jobs obtained may be low paying.

Activity A: Try the following topic using the example above as a guide.

Topic: Should the legal driving age be raised to 18?

List some groups of people that would be affected by the drafting of women.

__________________ __________________

__________________ __________________

__________________ __________________

Now choose two of the groups to think about in more detail. Write the name of each group and three ways it would be positively or negatively affected.

Group 1: __________

Positive: __________ Negative: __________

__________________ __________________

__________________ __________________

Group 2: ____________

Positive: ____________ Negative: ____________

____________ ____________

____________ ____________

Adapted from *The Writing Program Viewer's Guide*, Contemporary Books, Inc., 1987, pp. 18 and 42.

DEVELOPING MAIN IDEAS

Directions: Using the following topics, write a one-sentence statement that you could use as the main point of an essay on that topic. Then list supporting ideas or reasons for why you feel that way.

Activity A:

- **Topic A:** The advantages or disadvantages of returning to school to get a high school diploma
- **Topic B:** The positive effects or negative effects of having children later in life
- **Topic C:** The positive effects or negative effects of being a working mother
- **Topic D:** The advantages or disadvantages of staying at a job you dislike because the salary is good
- **Topic E:** The good effects or bad effects of computers on our lives

Activity B: Choose either topic #4 or #7 from GED Writing Sample pp. 82-86. Follow the same directions as given above.

PUTTING GROUPS OF IDEAS IN ORDER

Once ideas have been generated on a topic, the next step is to organize those ideas into groups and give each group a name. Then those groups of ideas can be arranged as you want them in your composition.

For example, if the topic was whether you agree or disagree with the city government's refusal to allow rock groups to perform in the city, the following list of ideas might be generated:

can sell food
people need a variety of experiences
violence
can sell souvenirs
provides jobs
live and let live
crowds too big
provides taxes
parking and traffic
no one forces you to go
different people have different tastes
public drinking
government must have authority to keep peace

Then those ideas might be divided into the following three groups:

Agree		Disagree
Financial Reasons	Social Reasons	
can sell souvenirs	people need a variety of experiences	crowds too big
can sell food	different people have different tastes	violence
provides taxes	live and let live	parking and traffic
provides jobs	no one forces you to go	government must have authority to keep the peace
		public drinking

Now, the next step will be to arrange those ideas as you want them in your composition. More details and examples can be added or subtracted. Ideas within each group need to be put in order as well as the groups need to be themselves. Transitional words can also be added.

Looking at the groups of ideas for the example given, the strongest group appears to be those ideas that agree with having rock groups perform. Therefore, this paper should express the opinion that rock groups should be allowed to perform and examples from the list given to support that opinion. See the example below.

Main Idea: The city government should allow rock groups to perform in the city.

Financial Reasons

Provides jobs for people	and
Provides income for the city	for example
selling food	also
selling souvenirs	and finally
provides taxes	

Social Reasons

A lot of good happens with an outdoor concert.

People need a variety of experiences.

Anyone should have the right to perform.

No one forces you to go

Live and let live

Different people have different tastes

for example

further

for instance

also

finally

Activity A: Use the list of ideas you generated in activity 34.03 (c) entitled Developing Main Ideas. Following the example given, put your ideas into groups and then put those groups in order as they would appear in a composition. Add details and transitional words. Have your instructor check your work.

Adapted from GED Writing Sample, by Tom Gill, Steck-Vaughan Co., 1987.

TYPES OF WRITING

Writing can be classified according to the subject and how the writer focuses on the subject matter.

There are basically four types of writing: narration - telling a story; clarification - telling why you have a certain feeling or attitude; description - creating a "picture" in words through use of the senses; and, argumentation - giving a person's point of view on a certain subject.

An example of each type of paragraph follows:

Narration

When Tom woke up early Saturday morning, the rain was beating hard against his window. The little slice of rive he could see between the two apartment buildings across the street was foggy. Tom had hoped to travel to the country to visit his family for the weekend. At 8:00 a.m. the radio would give a news report and the weather. Would his trip be spoiled? Tom hoped not.

Adapted from Our Language Today, by D. Conlin, H. Fillmer, and A. Lefcourt, American Book Co., 1967, p. 172.

Clarification

My favorite place to visit is the beach. Its relaxing atmosphere and all the fun activities make it the ideal place for a vacation.

Description

Monday was a beautiful day to enjoy the beach. The weather was sunny and warm. Clouds of white floated across the blue sky. Sea gulls screeched as they dove into the water looking for their dinner of fish. As I looked across the horizon, I could see tiny shapes of boats in the distance. What a perfect day to enjoy the wonder of God's world?

Argumentation

The city government has decided to ban all rock concerts within the city limits. I disagree with this decision because I feel concerts can be of benefit to the city. Additional income can be raised by selling food and souvenirs which in turn can be used to finance special projects. People also need a variety of experiences to enjoy. Not everyone likes the same type of activities. Therefore, I feel city leaders should vote to allow concerts within city limits.

Activity A: Read each of the following topics. Decide which type of writing form each topic would require.

1. Choose one place you would like to visit. Tell what this place is and why you would like to go there.
2. Should women be included in the draft? What do you think? State your position and tell why you believe as you do.
3. A spaceman is planning to visit your school. Tell in words what your school looks like so that the spaceman reading your paper could picture what he will see.
4. Your school is going to have a special activity. You need to inform other people about the event.

Check your answers with your instructor.

SNACKS AT SCHOOL

Buying snacks at school is something that students shoul be allowed to do Most nutritious and sometimes not-so-nutritious snacks are a good way of providing students with energy. Sometimes students do not have enough time to eat breakfast, and eating a snack or two between classes is a good way to restore needed energy until it's lunch time. The money which the school receives from the vending machines, or otherwise, will be a good way to pay for many of the needed and extra things which makes for a better school.

Because snacks provide energy, this enables student to put forth more time, thought, and effort into their schoolwork, rather than having the students put more energy into thoughts of food with anticipation of the lunch bell It's been proven that a good breakfast can give a person better conduct towards schoolwork, which calls for better grades, which calls for a better chance to build on a future career That's something that everyone wants today, and snacks can do it as well as a good breakfast.

The money which schools acquire through providing snacks is a good way to pay for many other things a school needs and wants. Air-conditioning, restored and improved bathrooms, new textbooks, and better salary for teachers are all ways to improve a school and its surroundings Money is the only way to do these things, and providing snacks for everyone is a good way to do it.

It's completely harmless to allow students to buy snacks at school. Food and the energy it provides is a great way to make for better students and their grades, which in turn makes for the best schools in America

A WRITING ASSIGNMENT IV

Choose one of the following writing assignments from activity A or B. Use the information you learned in the previous activities to help you write a paper on that topic. Make sure your paper has an introduction, a well-developed body of paragraph, and a conclusion.

Remember to do each of the following:

- Tell whether you are for or against the statement.
- Give at least two reasons that explain why you are for or against the statement.
- Write incomplete paragraphs.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, punctuation, and capitalization.

Activity A:

1) Use the information obtained in activity 34.03 (a) to write a paper on either the pro's or con's of the career examined.
2) Use the information obtained in activity 34.03 (b) to write a point-of-view paper. Remember to state your main idea in a topic sentence after you have formed an opinion on an issue gathered from your reading.
3) Use the information obtained in any one of the activities in objective 34.03 (c) to write a point-of-view paper. Use the ideas from your prewriting activity. Remember to state your main idea in a topic sentence. Remember to state your point-of-view if you choose one of these topics.

Activity B:

1) Adults generally do/do not understand teenagers.
2) The voting age should/should not understand teenagers.
3) Young people should/should not save their money.
4) The sale of handguns should/should not be banned in the U.S.
5) The early teenage years (13-16) are the best/worst years of a girl's (or boy's) life.

POINT-OF-VIEW WRITING

1. Basketball is/is not more dangerous than football.
2. Eighth graders should/should not receive a weekly allowance.
3. Football should/should not be played in junior high school.
4. Parents should/should not allow students to date before they enter high school.
5. Eighth graders should/should not be allowed to choose their own clothing.
6. All drivers should/should not be required to wear seat belts.
7. Unmarked highway patrol cars should/should not be used.
8. The school days in North Carolina should/should not be lengthened by one hour.
9. The speed limit of 55 mph should/should not be raised.
10. Students should/should not be suspended for using drugs.
11. All school children should/should not get a free lunch.
12. School rules should/should not be stricter.
13. Smoking should/should not be permitted on a high school campus.
14. Tests are/are not useful.
15. Sex education should/should not be taught in public schools.
16. Children should/should not be paid for the chores they do at home.
17. Life is/is not harder than it used to be.
18. Renting a house is/is not better than owning a house.
19. English courses are/are not more important than math courses.
20. Video games should/should not be allowed in public places.

UNITY, COHERENCE, AND TRANSITION

Unity

Just as the paragraphs in an essay must be arranged in a logical order, each paragraph itself requires order. A good paragraph is unified - the main point is stated clearly in a topic sentence, and the other sentences qualify, explain, illustrate, or in some other way develop the topic sentence. The topic sentence often is the first sentence of the paragraph, but it can occur anywhere.

One good way to be sure that a paragraph is unified is to ask yourself if your reader will know what to expect next. For each topic sentence below, write what you think the rest of the paragraph will be about.

A. 1. Large colleges offer a wide range of benefits.

2. In a fight with a friend, words become weapons.

3. Few Americans live in the same house for a lifetime.

Coherence

In addition to being unified, a paragraph should be coherent, with each sentence closely related to the next. There are some strategies which may help you arrange your paragraphs coherently:

1. Sequence in time. Move from one event to another in the order they occurred. Use words like "then" and "later" to show this movement.

2. Sequence in space. Allow the reader to make a mental picture by moving from one visual reference point to the next.

3. Logical order. The first sentences state a proposition or main idea and the others develop it and reach conclusions.

4. Examples. Support an earlier sentence by defining or illustrating it in the next sentence.

5. Accumulation of details. Initial sentences introduce a subject, and subsequent sentences add details one after another.

6. Contrast. One idea is discussed in opposition to another. For example, "Rugby players are considered rough and violent. Actually, however, they can be quite gentle."

Assume that each of the following items begins a paragraph. For each, choose one of the above strategies and write two or three more sentences using that strategy to develop the paragraph. Indicate the strategy you choose.

B. Strategy

__________ 1. My dorm room is a tiny, cluttered, colorful room. As you enter the room, on the left side is

__________ 2. Travelling can be educational. For example,

__________ 3. Learning how to play sports is beneficial in many ways.

__________ 4. The history of records began with the phonograph. Then came the

__________ 5. The legal drinking age of 21 is an insult to responsible younger people.

__________ 6. It is not necessarily true that people lose weight by dieting alone. On the contrary,

__________ 7. Saving money is worthwhile.

Transitions

Transitional words and phrases not only link sentences, but also show relationships between paragraphs. You can link paragraphs by using transitional words or expressions such as "however," "therefore," "on the other hand," "for example," and "also." Repeating key words or synonyms also links paragraphs.

Fill in the appropriate transition words in the spaces provided in the following essay.

Many sports are appropriate for the person interested in aerobic activities. Most sports involve some sort of exertion; ______________ (trans. phrase) golf invites a person to walk, softball requires some running, and sunbathing could involve swimming. And walking, running, and swimming are excellent activities for aerobic improvement.

____ (repeat words) can be measured by increased ability in an individual to prolong activity. This means, ______________ (phrase) a walker will be able to walk further, a runner will be able to run faster, and a swimmer will be able to exercise more with less stress.

______________ (repeat words) can be measured by heart rate and breathing. Both serious and weekend athletes recognize the importance of physical conditioning in the performance of a task. ______________ (word) physical conditioning contributes to improved lifestyle.

Take, ________________ (phrase), occasional tennis players. As amateurs, they are perhaps able to play three sets on a given afternoon, ______________ (word) they probably expend so much energy playing three sets that they return home and sleep away the rest of the day.

These same tennis players in good condition, ________________ (word) will be able to play three sets and have enough energy remaining to do just about anything they want for the remainder of the day.

______________ (word), regular exercise leading to improved physical conditioning will help improve a person's lifestyle and, ________________ (word), lengthen that person's life. Aeorbic exercise can serve a person well.

Adopted from ECU Writing Lab

WRITING FOR VARIOUS AUDIENCES

The listing below represents "real" situations that call for "real" writing. These activities will help students develop a sense of audience.

1. Select a real or imagined event (news report, sporting event, accident), and write about the event twice, each time to a different audience.
2. Write to persuade a particular person or group to agree to do something unusual.
3. Write letters to a given audience for a specific purpose (get well, complaint, letter to an editor).
4. Write about what they have learned in various subjects for audiences composed of younger students or students who are unfamiliar with the subject.
5. Write the same message in several different forms to several different audiences.
6. React to books they have read in these ways:
    a. Write a letter to one of the characters.
    b. Have a character write a letter to the editor of the local paper.
    c. Write a report of an interview or conversation with one of the characters.

Adapted from Handbook for Planning an Effective Writing Program, State Department of Education, California, p. 12.

CHOOSING A TOPIC

Sometimes in class you may be asked to write essays on topics of your choice. Before you select your topic, make sure you understand the assignment. First of all, what type of essay are you suppose to write? There are four basic types of essays:

1. Narrative - gives an account of an action or series of events. It is story-telling-usually taken from personal experience-that makes a point.
2. Descriptive - A descriptive essay can portray a person, place or thing, or any combination of them through use of the five senses.
3. Expository - explains or clarifies a subject by informing the reader about it or explaining its meaning.
4. Argumentative - presents a line of reasoning in order to convince an audience.

Some topics lend themselves to a particular type of essay. For example:

Topic	Essay Type
How to cook shellfish	expository/descriptive
My favorite place to be alone	descriptive
My greatest embarrassment	narrative/descriptive
Why the U.S. should keep a volunteer army	argumentative

In addition to knowing the type of essay to write, you should also determine who your audience is and what might appeal to that audience. Also, keep in mind any length requirements or subject guidelines your instructor has imposed.

Then choose your general subject area. Your essay will be clearer and more interesting to write and read if you write about what you know. Select subjects that are important to you, and your readers will be more likely to care as well.

Once you have chosen a subject, you are ready to decide on a topic. A subject is a general field of knowledge or experience. A topic is the specific limitation that a writer gives that subject: For example:

Subject: Clothing

Topic: Changes in bathing suit styles in the last 10 years

Any subject can lead to a number of suitable essay topics. The following topics limit the subject "tennis":

how to select tennis shoes
my best tennis match
advantages of clay courts
basic tennis equipment
how to hit the backhand
court etiquette

Choose three of the following possible subjects and write five topics for each one.

A. birds
children
dinosaurs
crime
crafts
seasons
music
Japan
cancer
insects
football
ecology
college
sex
Olympics
shopping
government
movies
dancing
vehicles
war
drugs
golf
astrology

subject 1	subject 2	subject
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Are those topics limited enough for an essay? Perhaps books, or even shelves of books, could be written about them. Before you write an essay, your topic has to be in sharp focus. You should be able to discuss the topic thoroughly in a paper of the required length. If you think your topic is too broad, try breaking it down into its individual parts and then break down those parts. Get more and more specific. For example, take the subject of food:

- Food
  - cooking
  - balanced diet
  - types of food
    - Italian
    - Mexican
    - Southern
    - junk food
      - dangers of
      - cost of
      - advertising of
      - benefits of
    - health food
  - dieting
  - hunger

When you have a focused topic, you should find it easier to stick to your purpose and not to ramble.

Adopted from East Carolina University Writing Lab.

GENERATING IDEAS

Have students free write whatever they can think of - on a simple topic for about 10 minutes. The only rule is that the student cannot stop writing even if he needs to write "I can't think of anything to say." Use any of the topics listed below.

Topic A:	Abolishing suspension as a means of discipline
Topic B:	One change that needs to be made in the way your school is run
Topic C:	One change your teacher can make to improve the way he or she runs the classroom, assignments, or tests
Topic D:	One change that would improve the school's grounds
Topic E:	Passing a law that no one under 16 can play video games
Topic F:	One rule in your school that should be changed

ANALYZING INFORMATION

Preparation: Provide copies of newspapers.

Explain to students the importance of analyzing information, that is, to distinguish between fact and opinion and to evaluate the importance and accuracy of the information presented.

PRESENTATION: Designate or have students choose specific articles to analyze. Have students include the following information:

1. Source
2. Date
3. Author
4. Classify the article according to topic.
5. Read the article carefully and circle the important facts and factual statements.
6. Write a brief summary of the article including a statement concerning the judgment or opinion formed from completing this activity.

Allow students the opportunity to discuss and compare the information obtained.

Adapted from Using the Newspaper in the Classroom, News and Observer Publishing Company, CS27.

WRITING A PAPER

Part A: The Introduction

After you have generated ideas about an essay topic, you are ready to write the first, or introductory, paragraph. The purpose of the introductory paragraph is to introduce the subject and come to a point. That point, which is called a thesis sentence, is your opinion on the subject and a brief statement of the reasons for your opinion.

For example, suppose the topic is the following: **Should the military recruit GED graduates?** Ideas on that question might include and be sorted as listed below.

Positive	Negative
GED students have made the effort to return to school	School dropouts are quitters
Students drop out of school for many reasons	People who drop out of school do not like authority
GED students have a reason for studying	School dropouts do not care
GED students study in spite of difficulties	
GED students have decided to do something with their lives	
GED skills are equal to those of high school graduates	
GED students have made a decision for themselves	

These ideas can then be grouped into subgroups, given a name, and ranked according to importance.

#2

Why GED students study

1. Decided to do something with their lives
2. Have a reason for studying
3. Decision made for themselves

Reason GED students should not be taken into the military

1. They are quitters
2. They do not like authority
3. They do not care

#1

Reasons GED students deserve credit

1. They have made the effort to return to school
2. They study in spite of difficulties
3. Skills are equal to high school graduate

#3
Why GED students dropped out of school
1. Many reasons

Now you can write the thesis sentence. The starting point is simple. From looking at the first listing of ideas, it is the writer's opinion that the military should recruit GED graduates. The names of the above subgroups can then be used to complete the thesis sentence. The highest ranked subgroup should be last in that sentence. An example of a thesis sentence follows:

> **I think the military should recruit persons who have a GED certificate because there are many reasons they dropped out of school, they went back to school, and they deserve credit for their efforts.**

Although this gives an opinion and supporting reasons, it is wordy and can be improved. See the following example:

> **Although GED graduates were once dropouts, I think the military should give credit to these graduates who decided to return to their studies, often under difficult conditions.**

Once the thesis sentence is written,two or three additional sentences are needed to complete the paragraph. You might use some of the other subtopics from your list of ideas or you might use some wording from the essay question itself. Use these clues also for writing the introduction.

(1) Write one or two additional sentences related to the topic, but do not give your opinion.

(2) Use the thesis sentence already developed, changing it slightly.

See the following introductory paragraph:

> **Today, the military is reluctant to accept recruits with GED certificates because it considers these people quitters. This view should be reconsidered. Although some GED recipients were once dropouts, they deserve credit for returning to their studies, often under difficult conditions.**

Now that you have followed the process used by someone else to write an introductory paragraph, try writing one on your own using the following topic: Should citizens have the right to own handguns? Maintain your work for future use.

Part B: The Body

The body of a paper depends upon how many points you want to cover and how well. The only rule that can be followed is to present reasons to support your opinion as clearly, completely, and persuasively as possible.

To develop the body of the essay, you must:

1) use the thesis as a guide
2) devote at least one paragraph to every reason in your thesis as support for your opinion
3) save your strongest idea for last

How can you follow this plan? Look at this version of the introductory paragraph used previously and then look at the questions concerning it.

> **The military considers GED graduates quitters and will not recruit them. This attitude deprives the military of valuable recruits. Actually, the military should give credit to former dropouts who have decided to return to their studies, often under difficult conditions.**

1. **What is the thesis sentence?**

Actually, the military should give credit to former dropouts who have decided to return to their studies, often under difficult conditions.

2. **In simple terms, what opinion does the writer express?**

The military should recruit GED graduates.

3. **What reasons does the writer give in support of his/her opinion?**

They are not former dropouts.
They have decided to return to their studies.
They deserve credit for the GED.

4. **Which of the reasons does the writer consider most important?**

(Remember you ranked these in the organization step, and the most important reason is always listed last.)

They deserve credit for the GED.

5. **At least how many paragraphs must the writer have in the body of the essay?**

Three: at least one on former drop-outs; at least one on decision to return to school; at least one on credit due.

By this point, it should be clear to you why the introductory paragraph, especially the thesis sentence, must be carefully written: it gives you a plan for the rest of the essay. Once you have a plan, all you need to do to get ready to write the paragraphs of the body is to "flesh out" the reasons (the ones listed in the thesis) for your opinion. Much of this "flesh" is in the subtopics you grouped earlier. The rest will come from specific examples and instances you use to illustrate your reasons and make your meaning clear to your reader.

For example:

> **GED graduates did drop out of school once. Their reasons were as different as the people themselves. Some may have had financial difficulties. Others may have had problems with their parents. In fact, their parents may have encouraged them to drop out and help at home. Pregnancy may have cause some students to quit attending school. No one should assume that all people who drop out of school lack intelligence or that they do not care about getting an education.**
>
> **Those who have returned to school are no longer dropouts. They have made a conscious decision to return to school to get a GED. They realize that the GED certificate is a key to a job, to a promotion, or to advanced training or education. The GED is the first goal in the plan they have developed.**
>
> **Those who follow the plan and receive the GED deserve credit. They frequently have to overcome difficulties. They may have to study for months to develop the necessary skills to pass the GED. During that period of study, they may be working long hours at their jobs. They may also have to arrange for child care, or deal with a spouse who resents their returning to school. Yet, they continue until they receive their GED certificate which, by definition, is the equivalent of a high school diploma. They are graduates too.**

Now, you can practice writing the body of an essay. Locate all of your work on the topic of handguns so that you can go through the steps necessary to write the body of an essay on that subject. Maintain your work for future use.

Part C: The Conclusion

The conclusion is the easiest part of the essay. All the work is already done. All you need to do is briefly summarize the body and reiterate (restate in different words) your opinion.

The writer of the essay on the GED and the military might conclude in this way:

> **The military should therefore actively seek adults who have received the GED certificate. Their skills are equal to those of high school graduates. Many have overcome a number of problems to build those skills. They are not quitters.**

Now, try practice writing a concluding paragraph on the topic used in Parts A and B. Have your instructor check your work.

Adapted from "Writing the GED Essay," Mississippi State Department of Education.

DEAR PRODUCER

A student has been given the following assignment:

A television program is having a contest entitled "The Best Place to Live." They have been asked to write a letter convincing the producer of the program that where they live is the best place to live.

Directions: Read the following letter observing how the writer uses word choice, reasons, and supporting details to convince the producer that he is right.

DEAR PRODUCER: First of all where I live is within walking distance of three public schools and a colleg The elementary is one of the finest. This school is close but there is a bus for smaller children. The middle school, named after a prominate citizen and the founder of a major college, is to with walking distanke. It is not only a good place for education but also serves the public as well there is a track and field for the public's use before and afte school hours. The high school is also within walking distance. It is one of to of the best highschools in Durham. It also has an award winning band. Finally there is North Carolina Central University a center in many cultural events such as plays, concerts, art exhibits as well as sports. N.C.C.U aslo conduct a free camp in the summer for children as well as being a great place for an education.

Secondly, Durham as a whole has a variaty of malls and shopping centers. Two of the major malls are South Square and Northgate just these alone contain an aray of major department stores such as Sears, Belk's, Thalhimers and JC Penney and man others. Durham also has many smaller malls such as North Duke, Bright leaf square, Lakewood Woodcroft ect.

Thirdly Durham is called the city of Medicine because of all the medical facilities avali Duke hospital is a world renound medical because of its technology, medical breakthroughs and reasearch.

there are also other hospitals is Durham such Durham County General and The Veterans hospital.

In conclusion I think were I live is the best place because of the schools, shopping centers, hopitals and research.

A WRITING ASSIGNMENT V

Choose any one of the following writing assignments. Use the information you learned in the previous activities to help you write a paper on one of these topics. Make sure your paper has a beginning paragraph, a well-developed body, and a concluding paragraph.

Remember to do each of the following:

- Tell why you are writing.
- Give at least two different reasons why you feel the way you do and explain those reasons.
- Write so that you will convince the other person that you are right.
- Write in complete paragraphs.
- Check to be sure you are writing good sentences.
- Use correct grammar, spelling, capitalization, and punctuation.

1. Read the television review on p. 77 and complete the questions on p. 78 in the book entitled Discoveries in Reading. Using p. 77 as a guide and the ideas and notes generated in activity 39.02(a), write a review of the presentation viewed.
2. Use the research obtained in either activities 39.02(b), (c), or (d) to write a persuasive essay. Be sure to begin your paper by stating a position or thesis sentence.
3. Choose any one of the topics from activity 39.02(e) to write a persuasive essay. Be sure to state your opinion on the topic.

SENTENCE COMBINING

As a writer you have the choice of many ways to express your ideas. Knowing your options and considering your choices can make you a more skillful writer. Sentence combining exercises give you practice in arranging bits of information in different ways. While some combinations work better than others, there is no one right sequence. Think of the following exercise as a game. Try to use many different strategies for combining the sentences.

Combine each sequence of sentences into a single sentence.

Examples:

A. 1. The hurricane swept from Florida to North Carolina.
   2. Its name was Bob.
   3. It brought major flooding.
   4. It caused millions in damage.

Hurricane Bob, sweeping from Florida to North Carolina, brought major flooding and caused millions in damage.

B. 1. The murderer admitted his guilt.
   2. The innocent man was executed.

Although the murderer admitted his guilt, the innocent man was executed.

Instructions: Combine each sequence of sentences below into a single sentence.

A. 1. Almost every night the cooling northeast wind swept through our bedroom windows.
   2. It made air conditioning unnecessary.
   3. It made a light blanket welcome.

B. 1. It was a battered face.
   2. It was a noble face.
   3. It commanded immediate respect.

C. 1. The most popular tattoo style for men is a large dragon.
   2. The dragon is wrapped around the arm.
   3. Or the most popular style for men is a heart.
   4. A woman's name is enclosed within the heart.

D. 1. Pet owners upset by soaring veterinary costs can now register for Medipet.
   2. Medipet is a prepaid insurance plan for dogs and cats.

E. 1. Then I saw my father not as the giant of my childhood.
   2. I saw my father simply as a lonely man.

F. 1. Rocky is a slum fairy tale.
   2. Its plot is simple even by Hollywood standards.

G. 1. A receiver is fine for people.
   2. The people enjoy radio listening.

H. 1. Many people have dreams.
2. The dreams are confusing.
3. The dreams can be frightening.
4. The dreams seem to mean something.

I. 1. The mayor and his wife were attending a conference on prison reform.
2. Their house was ransacked by a juvenile gang.

J. 1. You can usually recognize the villains in TV cartoons in two ways.
2. The villains laugh meanly.
3. The villains speak with a funny accent.

K. 1. Pygmies do not grow to full adult height.
2. Pygmies inherit their stunted stature.
3. Pygmies are not like children born to dwarf parents.
4. Children born to dwarf parents almost always grow to full adult height.

L. 1. The aim of the school was helping students understand death as the natural end of a life cycle.
2. The school introduced a new course.
3. The title of the course was Death.

M. 1. You bury a dead cat at midnight.
2. Or you might rub the spot with grasshopper spit.
3. This might cure warts as effectively as medical treatment.

The next time you write an essay, remember to consider your options.

PURPOSE AND AUDIENCE IN WRITING

Purpose means why you are writing and what you want your readers to do or think. The readers are the audience. Sometimes an assignment tells you the purpose and the audience for your writing. Other times you decide on the purpose and audience.

In preparing for the essay portion of the GED Writing Skills Test, you will know ahead of time that the audience to whom you will be writing will be the people who will score your paper. The purpose of every assignment will be given in the topic itself. All of the topics will require you to write an essay that either informs or persuades.

If you are writing for purposes other than the GED test, you must still take into consideration the audience and purpose. Generally, there are four main reasons for writing: to tell a story (narrative writing); to describe (descriptive writing); to inform (informative writing); and to give an opinion (persuasive writing). In looking at the factor of "audience," an assignment that asks you to "describe the effects of the automobile on modern life" would be written differently depending on who will be reading the information. For example, if the audience consists of older adults, they may be more interested in the domination of the car in our lives than younger adults or teenagers.

Therefore, remember to consider both purpose and audience when planning your paper. This can save time in gathering information as well as in making sure you complete the assignment well.

Directions: Complete the following activities.

Activity A: Try writing a topic for each of the following purposes. Be as specific as possible. Use the example as a guide.

Much is being done to explore the potential for computers in schools. One example of a promising program for young children is **The Turtle**, a simple for something that can teach so much.

PURPOSE: To inform

1. To give a story ______________________________

____

____

2. To give an opinion ______________________________

____

____

3. To describe ______________________________

____

____

4. To inform ____

____

____

Activity B: Use the newspaper to locate examples of speeches. After reading the articles, complete the chart below.

Purpose: __________
Audience: __________
Situation: __________

Adapted from Put It In Writing Book 3 by L. Daly, Cambridge Book Co., 1987, pp. 12-14.

SUGGESTED JOURNAL TOPICS

Additional topics for this activity are listed below:

Advice To The Lovelorn
You Can't Buy Peace
Reaching For The Moon
The Law Is On Your Side
Now, You Take This Teacher
It Was Funny But Sad
They Couldn't Put It Over On Me
New Hair Styles
Why He's/She's A Rebel
The Man Has It Best
The Woman Has It Best
Parents Are Matchmakers
The Best Students Are Girls
The Best Students Are Guys
______ Means Money To Me
______ Is The Best Day Of The Year
The Experiment Worked
Those Exercise Classes
We Dress To Please
Family Conferences
On My Best Behavior
Table Manners
They Have Their Rights Too
Keeping Calm During Exams
An Evening On The Telephone
Inside Information
Chemicals On The Farm
Were The Old Days Better?
If I Were Only Like ______

Definition Of A Cheapskate
My Favorite Animal
Talk Is Cheap
I'd Love To Visit ______
Never Again!
Alibis For Coming In Late
Saved By Quick Thinking
I Believe In ______
Can Animals Think?
Are We Getting Soft?
Losing A Friend
Act Your Age
They Had Me Cornered
Another New Gadget
Who Are The Best Drivers?
Public Enemy Number One
Bowling Night
Swapping Clothes
Faster Than Sound
Candidate For Teachers' Hall Of Fame
A Pen Pal
See Your Country First
I Didn't Deserve It
Stereo Fanatic
What Makes A Good Commercial?
Report To The Better Business Bureau
I Lie Awake And Think
Television Is Growing Up
Shopping Sprees

It Made Me Feel Proud
Love At First Sight
How To Earn Extra Cash
Another Disease Conquered
Souping Up A Jalopy
Borrowing Dad's/Mom's Car
Getting The Breaks
The Pits
Strange, Strange, Strange People
Democracy In Action
He Sure Was Scared
She Made An Enemy
His/Her Greatest Disappointment
Her/His First ______
Rain Spoiled The Day
A Sports Dominated Society
Music Is For All Ages
The Welfare System
Has The Civil Rights Movement Changed?
Law Enforcement Is Dangerous

Recreational Facilities In My Town
City Living
Inflation, Inflation, Inflation
New York City
Corruption in Government
Religious Cults
Pornography Is Alive And Living In _____
To Drop Out Or Not To Drop Out
That I Do Remember
Stopping The Skyjackers
Young People Are Giving Up Drugs
What Are You Afraid Of?
Our Junked-Up Landscape
Putting Trash To Good Use
The Kind Of Person I Want To Be
What Is Prejudice?
How Children Learn Prejudice
The New Morality
Bombarded By Noise
UFO's -- No Way!
Suffering Makes Us Better Human Beings
Love Needs Verbal Expression
First Impressions Can Be Wrong
The Automobile, The Polluter
Daytime Television Is The Pits
Exploitation
Frustration Can Be Beneficial
Hate Is Like Poison
After The Storm Comes Calm
Wearing Out One's Welcome
Variety Is The Spice Of Life
There's No Place Like Home
Speech Is Silver; Silence Is Golden
There Are Two Sides To Everything
Opportunity Seldom Knocks Twice
Might Is Right
What's Done Is Done

EXPERIENCE PORTFOLIO II

Part A: Read over the following activities/subjects/experiences and respond to each by writing in the appropriate letter(s):

<A> Haven't the faintest idea about this one
<B> Yes, I could fill you in a little
<C> I know quite a bit
<D> I know a great deal about this one
<E> I'd like to know more about this area

< > 1. dirt-biking
< > 2. cameras and photography
< > 3. scuba diving
< > 4. Kung Fu
< > 5. needlepoint
< > 6. Transcendental Meditation
< > 7. rock hounding
< > 8. sewing
< > 9. horses
< > 10. boating
< > 11. candle-making
< > 12. gymnastics
< > 13. writing
< > 14. macrame'
> 15. sky-gliding
> 16. ceramics
< > 17. car engines
< > 18. chemistry
< > 19. singing
< > 20. playing a musical instrument (type: _________)
< > 21. rocketry
< > 22. homemade ice cream
< > 23. cooking
< > 24. flying
< > 25. traveling
< > 26. backpacking
< > 27. life saving
< > 28. clamming
< > 29. canoeing
< > 30. rock climbing
< > 31. embroidery or crewel
< > 32. wood carving
< > 33. carpentry
< > 34. electronics
< > 35. deep sea fishing
< > 36. poetry
< > 37. pop music
< > 38. deep sea diving
> 39. hunting
< > 40. leatherwork
< > 41. camping
< > 42. pen & ink drawing
< > 43. horse racing
< > 44. sign language
< > 45. rodeos
< > 46. lobstering
< > 47. pinball machines
< > 48. gumball machines
< > 49. ice fishing
< > 50. stamps
< > 51. skating
< > 52. coins
< > 53. antiques
< > 54. pastels
< > 55. haircutting
< > 56. bowling
< > 57. ski-mobiling
< > 58. sailing
< > 59. track & field
< > 60. swimming
< > 61. skateboards
< > 62. astronomy
< > 63. astrology
< > 64. models-constructing
< > 65. modelling (clothes)
< > 66. collecting mushrooms
< > 67. paper plane construction
< > 68. judo
< > 69. wild flowers
< > 70. acting
< > 71. acupuncture
< > 72. softball
< > 73. water colors
< > 74. chess
< > 75. taffy pulls
< > 76. maple syruping
< > 77. diving
< > 78. railroads
< > 79. trapping
< > 80. Disney World
< > 81. national parks
< > 82. origami
< > 83. weaving
< > 84. oil painting
< > 85. Parcheesi
< > 86. movie-making
< > 87. impersonations
< > 88. batiking
< > 89. caterpillars & insects
< > 90. kite flying
< > 91. frisbee throwing
< > 92. indoor plants
< > 93. kite construction
< > 94. silversmithing
< > 95. script writing
< > 96. karate
< > 97. gerbils
< > 98. kazoos
< > 99. bobsledding
< > 100. soccer
< > 101. lacrosse
< > 102. surfing
< > 103. backgammon
< > 104. squash (game)
< > 105. tropical fish
< > 106. trivia
< > 107. jug & bottle bands
< > 108. ballet
< > 109. puppetry
< > 110. knitting or crocheting
< > 111. Monopoly
< > 112. football
< > 113. baseball
< > 114. skiing
< > 115. ski-jumping
< > 116. animal training

< > 117. Areas or subjects in which I do well that have been left off the list:

____

____

< > 118. Something I've done that no one else I know of has done:

____

____

Part B: Review the items listed above. Select at least one subject which you have marked with an "E" denoting that you would like to know more about this area. Use the library's resources to help you gather information on your subject. Take notes from your research and maintain them for future use in writing a point-of-view essay.

Part C: Freewriting is a process whereby a person is required to write without stopping for an assigned period of time. The only rule that needs to be followed is to continue writing even though it may become necessary to write **"I can't think of anything to say."** Try this activity using at least one subject which you have marked with a "D" indicating that you know a great deal about the topic. Maintain your work for future use in writing a point-of-view essay.

Adopted from "Experience Portfolio: An Approach to Student Writing," by Johanna Sweet, English Journal, September 1976, p. 51

FIELDS OF INQUIRY

The fields of inquiry are categories that can help you think of and organize things to write about. You don't always need to use all the fields, just ones that work well with the topic.

Example topic: **What are the advantages of a 55 mile per hour speed limit?**

Field	Ideas
Social	
Mental	
Economic	lower speed limit might reduce gasoline consumption cutting cost to operate a car
Ethical	may help to save many lives
Political	
Physical	

Activity A: Try the above exercise with some of the following topics. Share your ideas with your instructor and classmates.

1. What are the advantages or disadvantages of the death penalty in the U.S. as a deterrent to crime?
2. What are the advantages or disadvantages of rating records similar to the way movies are rated?
3. What are the advantages or disadvantages of having to take a driver's education course before a person can receive a driver's license?

Adapted from The Writing Program Viewer's Guide, Contemporary Books, Inc., 1987, p. 56.

SUMMARIZING

Students need more concentrated instruction in summarization skills in order to improve both critical thinking and writing ability. Being able to see the relationship between topic sentences, main and subordinate ideas, and paragraph development will better enable a student to transfer those skills into his own writing. Being able to write a summary successfully depends on the following skills:

1. The ability to read
2. Being able to distinguish between main and subordinate ideas
3. Being able to handle inclusion and exclusion of ideas
4. The ability to accurately reflect the intended message of the article
5. Being able to find the proper balance between general and specific information

To gain skill in writing summaries, try the following activities with your students.

1. Begin teaching this skill by having students practice on short texts of expository material, preferably two or three paragraphs, before dealing with longer texts.
2. Allow students to take the last 10 minutes of instruction time to write a summary of the class for their personal use.
3. Select expository material from newspapers or periodicals. The editorial section of the newspaper is a good source for this activity as well as the Sunday edition of the paper. Have students read the articles, then summarize their findings.

THE CASE AGAINST AIR BAGS

THESIS

Beginning in 1981, air bags will be installed under federal law in thousands of large new cars. Progressively, they will appear in smaller models until, after three years, the bags will be mandatory in millions of new cars. However, many people oppose them. A case can be made that air bags are a foolhardy way to prevent highway deaths because they are costly, ineffective, and unnecessary.

TOPIC SENTENCE

The cost of original installation of air bags and subsequent replacement is prohibitive. Auto manufacturers differ in their estimates of original cost varying from $500 to $800. They all agree, however, that the cost of replacing deployed bags would range from $750 to $1,000. Although some of this cost would be covered by insurance, the price is excessive in view of the questionable protection provided.

TOPIC SENTENCE

Another drawback to air bags is that they have not been conclusively proven effective. The testing administrators estimate that without the bags eleven deaths would have occurred. This small sample is hardly enough to base a decision on. The tests did prove that air bags alone are only partially effective in front-end collisions. They offer no protection in side, rear, roll-over, and low-speed accidents. These so-called "passive restraints," combined with lap belts, offer only the same amount of protection as shoulder harnesses presently installed in cars.

TOPIC SENTENCE

A third point against air bags is that adequate safety features are already in cars, making air bags unnecessary. The present installation of shoulder harnesses provides the most effective method of saving lives in any type of accident. Automakers should not be held responsible if people choose not to use these devices. After all, how far must manufacturers go to protect people from their own indifference?

In conclusion, before auto purchasers are required to pay the extra cost of air bags, the bags should be thoroughly tested to provide solid evidence of their effectiveness. Also, the difficult question of personal responsibility versus manufacturer responsibility must be considered. The final decision on air bags cannot be made without much more testing and serious thought.

Obtained from Augusta Bell, Central Piedmont Community College, Charlotte, NC.

A WRITING ASSIGNMENT VI

Choose one of the following writing assignments. Use the information you learned in the previous activities to help you write a paper on one of these topics. Make sure your paper has an introduction, a well-developed body of paragraphs, and a conclusion.

Remember to do each of the following:

- State your opinion or point of view in a thesis sentence.
- Give supporting reasons or details.
- Write in paragraph form.
- Use correct grammar, spelling, punctuation, capitalization, and sentence construction.

1. Use the ideas you generated in activity 44.02(b) to write an essay. Have your instructor help you develop a topic question on which you can present an opinion or explain an issue.
2. Use the ideas you generated in activity 44.02(e) to write an essay. Be sure that your paper clearly develops a definite purpose or point of view.
3. Use the ideas you generated in activity 44.02(c) to write an essay. Make sure your paper contains a topic sentence that is well developed with examples and supporting details.

APPENDIX B

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Writing	Writing Proficiency Program (Publishers Test Service), Writing Proficiency Program Intermediate (Publishers Test Service), Stanford Writing Assessment Program Primary 3 and Intermediate I (Psychological Corporation), Tests of General Educational Development (Cambridge)
English	Tests of Adult Basic Education (McGraw-Hill)

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New Readers Press
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Zaner-Bloser
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P. O. Box 16764
Columbus, OH 43216

CRITERIA FOR SELECTING LAB PERSONNEL AND FACILITIES

The following recommendations are being made concerning the staffing and selection of the lab facility. Requirements will depend upon anticipated student needs and estimated writing lab enrollment; however, these recommendations are based on an average of 80 students per month (unduplicated head count).

Facility selection should provide for a minimum of the following:

1) an enclosed area to afford privacy from other facilities

2) use of audiovisual instruction as well as computer-assisted instruction

3) adequate space for projected number of students and staff members

4) office space for personnel

5) security for files and records

6) space for storage of writing materials available for all instructors from the resource area of the facility

7) close proximity to the LRC

8) the future direction of the lab if it is to eventually include writing across the curriculum.

It is recommended that personnel selection be based on a minimum of the following:

1) a full-time instructor/coordinator with the following qualifications:
    a) B.S. degree in education with course work in reading or English, preferably a master's degree
    b) experience teaching English or reading, preferably to adults
    c) ability to create a climate which motivates students
    d) ability to evaluate enrollees and prescribe instructional activities
    e) ability to supervise and coordinate all facility functions
    f) strong oral and written communication skills

2) a part-time clerical assistant with the following qualifications:
    a) educational background to an AAS degree
    b) experience in the secretarial field
    c) experience with word processors

3) part-time instructors (2) with the following qualifications:

   a) degree in education with course work in reading or English

   b) experience teaching English or reading, preferably to adults

   c) ability to function as a basic skills instructor with emphasis on the ability to teach practical writing skills

   d) characteristics of flexibility, patience, and understanding.

SUGGESTED AUDIOVISUAL EQUIPMENT

	Item Name	Quantity
*	Cassette player/recorders with earphones	3
*	Plato computers by Control Data	2
*	Apple II-e color professional computer systems	2
*	Image Writer printers	2

APPENDIX C

REFERRAL PROCEDURES

The Roanoke-Chowan Community College's ABE writing lab has been established to operate according to the procedures listed below.

1) Students should be referred to the lab facility for all pre- and post-testing for writing before taking the GED test.
2) Students who fail the Writing Skills Test on the first attempt should be automatically referred to the writing lab.
3) The majority of students should receive writing instruction in the writing lab with those who are limited because of distance receiving instruction at their home site.
4) The requirement for scheduling a conference time with the lab instructor before taking the GED should be explained as "optional but in the student's best interest."
5) Any ABE student having difficulty with writing should be referred to the writing lab by their instructor.

In order to maintain communication between all persons involved in the testing and the instructional phases of the program, two referral forms have been developed and are included on the next pages. The form entitled "Student Diagnostic Information" should be completed by the lab instructor and either 1) placed in the student's personal folder or 2) sent to the instructor at the class site he will be attending. The form entitled "Writing Center Referral" should be completed by the student's instructor and sent to the writing lab personnel. Appropriate activities can then be selected based on the referring instructor's recommendations.

ROANOKE-CHOWAN COMMUNITY COLLEGE
WRITING CENTER REFERRAL

Date ____________________

Student Name ______________________________ S.S.N. ____________________

Reason for Referral ____

____

____

____

Specific Instructions ____

____

____

Referred by ____________________
(Name of Staff Member)

Site Location ____________________

TO THE STAFF MEMBER: Please send original copy with the student. Send two copies by mail to the writing center. Retain one copy for your file. You will be notified if the student does not present the referral sheet within two weeks.

TO THE STUDENT: Bring this sheet to the writing center located in the Jernigan Education Building, Room 117.

SPACE BELOW FOR WRITING CENTER USE ONLY

____

Results/Comments ____

____

____

____

____

____

____

____

☐ Check here if student does not present referral sheet within two weeks.

Coordinator ____________________

Date ____________________

STUDENT DIAGNOSTIC INFORMATION

Student's Name ____________________
Address ____________________
____
____

Date ____________
Student First
Registered in Lab

READING

Slosson Oral Reading Test ____________
Schonell's Graded Word Reading Test ____________
Peabody Picture Vocabulary Test (Optional) ____________
Stanford Achievement Test ____________

Level and Form Given ____________
Total Reading
Raw Score ____________
Scaled Score ____________
Grade Equivalent ____________

Comments: ____
____
____

WRITING

Stanford Writing Assessment
Level Given ____________
Rating: Narration ____________

Level Given ____________
Rating: Describing ____________
Rating: Reasoning ____________

Writing Proficiency Intermediate
Writing Exercise 1/Score ____________
Writing Exercise 3/Score ____________

Writing Proficiency Program
Paragraph Score ____________
Essay Score ____________

Comments: ____
____
____
____

ENGLISH

Tests of Adult Basic Education

Level E, M, D, or A ____________

Language
Raw Score ____________
Scaled Score ____________
Grade Equivalent ____________

Spelling
Raw Score ____________
Scaled Score ____________
Grade Equivalent ____________

Areas of weakness ____

____

____

____

____

Additional comments on writing assessment

____

____

____

Predictor Tests for GED Writing Skills Test: Part II

Name of Test ____________
Score ____________

(Required) Tests of General Educational Development
Score ____________

WRITING CENTER DAILY LOG

DATE	NAME	SOCIAL SECURITY NO.	TIME IN	TIME OUT	TOTAL TIME

RELATED INFORMATION

OPERATIONAL DEFINITION OF WRITING

Writing is the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and, often, longer units of discourse. The process requires the writer to cope with a number of variables: method of development (narrating, explaining, describing, reporting, persuading); tone (from very personal to quite formal); form (from a limerick to a formal letter to a long research report); purpose (from discovering and expressing personal feelings and values to conducting the impersonal "business" of everyday life); possible audiences (oneself, classmates, a teacher, "the world"). Learning to write and to write increasingly well involves developing increasing skill and sensitivity in selecting from and combining these variables to shape particular messages. It also involves learning to conform to conventions of the printed language, appropriate to the age of the writer and to the form, purpose and tone of the message.

Beyond the pragmatic purpose of shaping messages to others, writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or circumstances to say to others. Writing can be a deeply personal act of shaping our perception of the world and our relationships to people and things in that world. Thus, writing serves both public and personal needs of students, and it warrants the full, generous and continuing effort of all teachers.

Adopted from Northeast Educational Regional Center, Williamston, N. C.

Usual Sequence of Development in Composition Writing

- Rich language experiences as a background for writing such as:
  - cooking, tasting, smelling
  - enjoying a classroom mystery
  - making comparisons

- Self-expression through individually and group-dictated writing - for example:
  - telling about picking strawberries
  - corresponding with a friend
  - talking about the circus
  - labeling pictures
  - building word charts

- Simple, spontaneous, independent writing such as:
  - writing rainy day thoughts on an appropriate day
  - guiding sensory imagery with concrete objects
  - putting thoughts in sequence
  - writing letters and greeting cards

- Fanciful writing such as:
  - following up fairy tales, fables, myths, tall tales with their own versions
  - making up advertisements, jokes, riddles
  - writing secrets

- Mature, independent writing - for example:
  - pursuing special interest in research
  - practicing journalistic style
  - writing autobiographies, biographies, diaries, journals, letters and scripts
  - classifying
  - making individual dictionaries

- Poetry writing such as:
  - composing Haiku poetry
  - writing in free style, remembering it is the idea which is important
  - compiling a class anthology

Reprinted from Language Arts in the Elementary School, N.C. Department of Public Instruction, 1970

Natural Everyday Activities to Develop Handwriting

- write labels, captions under pictures
- writing creative poems
- writing creative stories
- writing letters for information, materials
- writing invitations
- writing announcements
- writing bills, checks, etc.
- writing autobiographies
- writing directions
- writing reports
- writing newspapers
- * - writing dictation from teacher or another student

Other Suggestions for Better Handwriting Skills

Collect samples of handwriting for students to examine--from poor to good.

Provide samples of good and poor spacing, slant, size, strokes, shape and speed.

Provide examples in room to remind students of correct form.

Keep dated samples for frequent evaluations.

Reprinted from Language Arts in the Elementary School, N.C. Department of Public Instruction, 1970

Causes of Spelling Errors

CAUSES	TYPICAL ERRORS	CORRECTIVE PROCEDURES
1. Incorrect Visual Image	docter for doctor nitting for knitting familar for familiar	1. Make pupils conscious of the need to see each letter in the word. 2. Break the words into syllables. Have pupils visualize the words. 3. Have children look at word for strong visual image.
2. Inaccurate Pronunciation and Inaccurate Auditory Memory	ligting for lightning pespone for postpone erl for oil chimley for chimney choclet for chocolate	1. Pronounce each word accurately on initial presentation. 2. Have child pronounce the word. Listen for inaccurate pronunciations. Correct mispronunciations. 3. Repeat several times the part of the word which is difficult to enunciate.
3. Insertion and Omission of Silent Letters	lite for light lineing for lining no for know ofen for often tabl for table gost for ghost stedy for steady lisen for listen	1. Silent letters cause many difficulties in spelling. Since these letters do not appear for help in an auditory image, special stress must be placed on the visual image. 2. Observe each part of the word and have pupils practice writing the part likely to cause trouble. 3. Provide practice exercises to fix habits of dealing with silent letters.
4. Confusion of Consonant Sounds	acke for ache parck for park gudge for judge visinity for vicinity sertain for certain	1. Practice for correct image of the word. 2. Children need to know that some letters have more than one sound. S may sound like s or z C may sound like s or k G may sound like g or j

CAUSES	TYPICAL ERRORS	CORRECTIVE PROCEDURES
5. Confusion of Vowel Sounds	holaday for holiday turm for term oder for odor salery for salary rejoyce for rejoice	1. Have pupil break word into syllables, and look at its parts. 2. Practice for correct visual image of the word. 3. Practice writing the word for the kinesthetic feel of the letters.
6. Confusion of Double Vowels	reel for real quear for queer	1. Double vowels often take the sound of the single letter or another vowel combination.
7. Incorrect Meaning—Homonyms	dew for due our for hour hole for whole sum for some	1. Illustrate use of the word with commonest meaning. 2. Use pairs of words in sentence to distinguish what each means. 3. Provide practices on homonyms and stress word meanings at all times.
8. Reversals or Transposition of Letters	gose for goes form for from bread for beard	1. Pronounce word distinctly. Have pupil listen for sequence of each sound in word. 2. Practice for correct visual image.
9. Inaccurate Formation of Derivatives	stoped for stopped haveing for having flys for flies sincerly for sincerely omited for omitted	1. Word for more vivid visual image of word endings. 2. Emphasize auditory image of endings. 3. Break words into syllables. Have children observe the word in its parts. 4. Call attention to generalizations pertinent to regular ways of adding endings. 5. Stress closer understanding of adding suffixes. Provide practice exercises on word endings.

CAUSES	TYPICAL ERRORS	CORRECTIVE PROCEDURES
10. Phonetic Spelling Applied to Non-Phonetic Words	bin for been gon for gone sum for some	1. While spelling embraces phonetics, the pupil must be taught to look for numerous exceptions in our unphonetic language. He cannot rely on sound alone. He must realize that his visual memory must be his guide in many words and word parts.
11. Confusion of Words That are Similar in Sound	an for and were for where merry for marry effect for affect cents for sense further for farther	1. This error is often due to faulty auditory acuity. Care should be given to enunciation of these words. 2. Pronounce the words in pairs and give the meaning of each.
12. Lack of Acquaintance with Phonetic Elements	ivlize for result haw for how inbean for imagine	1. For pupils very deficient in phonetic sense or training, begin word with simple visual-auditory training (attaching beginning consonant sounds to appropriate letter symbol). 2. Use kinesthetic approach also. 3. Provide phonic readiness training.
13. Poor Handwriting	stors for stars tent for tent	1. Provide practice on letter forms which cause special difficulty. 2. Emphasize accurate formation of each letter. 3. Guide pupils in size, shape, slant, and spacing between letters and words.
14. Overemphasis on Rules	Rules not helpful in learning to spell in lower grades and of limited value in upper grades.	1. Children should not be required to learn rules for their application as means of learning to spell. Reference to certain rules in upper grades may prove helpful but pupils need to know the numerous exceptions that make rules an unsafe guide.

CAUSES	TYPICAL ERRORS	CORRECTIVE PROCEDURES
15. Nervousness	Inaccuracies due to lack of control for deliberate thinking.	1. Check child's health. Be sure vision and hearing are not defective 2. Remove all possible tensions.
16. Carelessness	Errors due to poor concentration and careless habits of word study.	1. Stimulate pride in work well done. 2. Praise all improvement.

Reprinted from Language Arts in the Elementary School, N.C. Department of Public Instruction, 1970

TIPS ON COMPOSING AN ESSAY FOR THE GED WRITING SKILLS TEST

1. Read the question carefully.
2. Allocate your time; look at your watch.
    - A. Planning -- one third
    - B. Writing -- one third
    - C. Revising and checking -- one third
3. Decide what you are going to write about
    - A. Make a list of ideas
    - B. Make a list of examples
    - C. Develop a diagram or cluster
    - D. Limit the subject to what you can handle from your experience and the time available.
4. Plan your answer carefully
    - A. Use a three part organization -- introduction, body, and conclusion
    - B. Use a topic sentence
    - C. Leave big margins and double space.
5. Check for all the requirements on the scoring guide.

Written by Dr. Karl Taylor, Illinois Central College, East Peoria, Illinois.

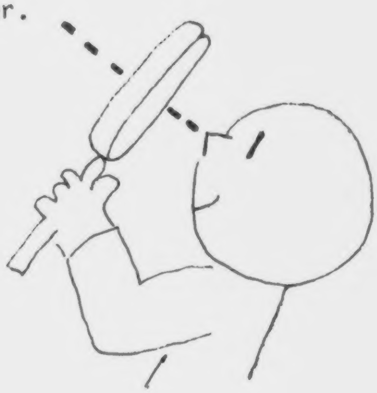
MODULES

1967

Module A

PUTTING IDEAS IN ORDER

INTRODUCTION:



Watch your sentences
when writing a story
or telling how to do
something. Always
make sure your ideas
are in the right order.

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Assignment Sheet

Module A

LEARNING ACTIVITIES

1. Complete pp. 20-21 in Organizing Information (Book B), Modern Curriculum Press.
2. Practice putting ideas in order by completing activity sheets A-1 and A-2.
3. Check your knowledge on this objective by completing the post-test.

ACTIVITY SHEET A-1

Directions: Number the sentences in the right order.

1. ______ Tim ate his sandwich.
______ Tim made a sandwich.
______ Tim got some bread and a jar of jelly.

2. ______ Tom dried his dog.
______ Tom put some soap and water in a big tub.
______ Tom put his dog in the tub and washed him.

3. ______ Mrs. Jones bought some books downtown.
______ Mrs. Jones took the bus home.
______ Mrs. Jones took a bus downtown.

4. ______ Yesterday it snowed.
______ Then I went outside.
______ I put warm clothes on.
______ I made a snowman.

5. ______ The man got inside the space ship.
______ The rockets started up.
______ Soon it was high above Earth.
______ Then the ship took off.
______ It went around Earth six times.

6. ______ Danny ran under the table with his balloon.
______ Grandmother bought Danny a balloon.
______ Danny stood at the window waiting for Grandmother.
______ The cat ran under the table after Danny.

7. ______ Sue watched Uncle Joe smoking his pipe.
______ Sue picked up the pipe when Uncle Joe left.
______ When Uncle Joe returned, he saw Sue smoking his pipe.
______ Uncle Joe left the room.

8. ______ I got lost in the woods.
______ We went on a picnic last summer.
______ I found my way back to the picnic.
______ I walked away by myself.
______ I was scared.

ACTIVITY SHEET A-2

Directions: Complete each of the following activities. Share your work with your instructor.

Activity 1. List the steps in cooking your favorite food. Do not leave out any steps.

Activity 2. List the steps to follow in doing a job at home or at work. Check to see if you have all the steps.

Activity 3. Find a simple science experiment. Copy the steps to follow.

Activity 4. Use the funny pages of the newspaper. The Sunday paper is good. Find a cartoon that has a story line. Cut the comic strip into separate pieces. Choose another student and have him put the cartoon strip back into the right order.

Activity 5. Find a short story. Cut the story into parts by paragraphs. Choose another student and have him put the story back into the right order.

Assignment Sheet

Module A

POST-TEST

Note: Minimum level of achievement is 90%.

Directions: Number the sentences in the the right order.

1. ______ John and Judy are going to a big city.
   ______ When they get home, they will be tired.
   ______ It is far away.
   ______ They will start early in the morning.

2. ______ The first one shows a big bird flying in the water.
   ______ The second picture shows the bird catching the fish.
   ______ It is looking for a fish.
   ______ I took two pictures yesterday.

3. ______ Billy's sister surprised him with a party.
   ______ They all had a good time.
   ______ Yesterday was Billy's birthday.
   ______ Many friends came.

4. ______ It rained very hard.
   ______ The sky became very dark.
   ______ The wind began to blow.
   ______ Soon the sun came out.

5. ______ Then, he saws the tree down.
   ______ Soon, the tree will be made into paper.
   ______ The logger makes a mark on the tree.
   ______ Later, it is cut into logs.

6. ______ It hit some water and turned into the driveway to Dick's house.
   ______ The wooden racer flew down the hill.
   ______ The driver ran into Dick's house.
   ______ It shot around the turn.

7. ______ We took Paul's dog with us.
   ______ We had to keep Spud on a rope.
   ______ The dog's name is Spud.
   ______ My friend and I took a walk.

8. ______ I went to Jerry's house to see his white rat.
   ______ Jerry has a cage for Homer.
   ______ The cage is made of wire.
   ______ The rat's name is Homer.

9. ______ The kite was high in the air.
   ______ A little boy was flying a kite.
   ______ A bird flew over to the kite.
   ______ It thought that the kite was another bird.

10. ______ At last they saw a berry patch.
______ Two boys went berry picking.
______ Soon they were tired.
______ The bushes were full of berries.
______ They carried three boxes full of berries home to their sister.
______ On the way, they climbed over a fence.

Module B

USING CAPITAL LETTERS AND PERIODS

INTRODUCTION:

1) Put a capital letter at the beginning of a sentence.

2) Put a period at the end of the sentence if it is a telling sentence.

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LEARNING ACTIVITIES

1. Complete pp. 29 and 30 in Language Exercises (Level 1), Steck-Vaughan Co.
2. Practice using capital letters at the beginnings of sentences and using periods at the ends of sentences by completing activity sheets B-1, B-2, and B-3.
3. Check your knowledge on this objective by completing the post-test.

ACTIVITY SHEET B-1

Every sentence begins with a capital letter.

A telling sentence ends with a period.

Example: In summer we play outside.

Directions: Some of these sentences are written correctly. Circle those sentences. Then write the other sentences correctly.

1. Kay had the first turn
2. she turned the rope too fast
3. He can walk fast.
4. that girl never misses
5. Some girls like to play ball.
6. the wind is strong
7. I must go home now.
8. it rained last night.
9. It is not muddy
10. the ground is still wet

ACTIVITY SHEET B-2

Directions: Write answers to each of these questions. Use a capital letter at the beginning and a period at the end of each sentence.

1. What do you like to do on July Fourth?

   ____

2. What do you do in the summertime?

   ____

3. What does a doctor do?

   ____

4. Which is bigger, a tiger or a lion?

   ____

5. How many sisters do you have?

   ____

6. Do you like to eat ice cream?

   ____

7. Do you have a pet?

   ____

8. Can you tell a story?

   ____

9. When are you going?

   ____

10. Is your sister here?

   ____

ACTIVITY SHEET B-3

Directions: Copy the story below. Put capital letters at the beginnings of sentences and periods at the ends of sentences.

A BAD DAY

We went to the park to eat lunch it began to rain when we got there we ate our food in the car there was a bad storm we were scared everybody was glad to come home.

Directions: Write a story of your own. Be sure to use capital letters and periods.

Assignment Sheet

Module B

POST-TEST

Note: Minimum level of achievement is 100%.

Directions: Some of these sentences are written correctly. Circle those sentences. Then write the other sentences correctly.

1. the dog ran away with my shoe.
2. She went up town to shop.
3. The sky is so dark
4. We came home too soon.
5. The paper is in my hand.
6. she gave us two books to read.
7. Some girls don't like to play ball.
8. the rain made the yard so muddy
9. the car landed on the wrong side of the road
10. My trip to the city was full of fun
11. The ship left without me.
12. i cannot go with you today.
13. she read all of that book in one night.
14. The baby fell out of his chair.
15. He cut the grass today.
16. sue has a new baby girl
17. The doctor said the little boy had cut his toe.
18. we should all love each other
19. the box is too little for the gift.
20. The children like to sing and dance.

SYNONYMS

INTRODUCTION:

There are many words that have the same meaning.

example: glad --- happy

These words are called synonyms.

LEARNING ACTIVITIES

1. Practice using synonyms by completing activity sheets C-1, C-2, C-3, C-4, and C-5.
2. Check your knowledge on this objective by completing the post-test.

ACTIVITY SHEET C-1

Directions: Read the sentences with the underlined words. In the space, write a word from the list that means the same as the underlined word.

swelled
stored
support
price
freezes
figured
chuckled
tugged
hurrying
breaking

1. Food was kept in the kitchen cupboard. ____________

2. The cost of the paint set was too high. ____________

3. The tree branch was too weak to hold him. ____________

4. The boy pulled on his kite string. ____________

5. Water hardens when it is cold. ____________

6. Sue thought out how to do the experiment. ____________

7. The balloon filled with hot air. ____________

8. Mother is rushing to get to a meeting. ____________

9. Dad saw that a chair leg was cracking. ____________

10. Harry laughed at the funny show. ____________

Assignment Sheet

Module C

ACTIVITY SHEET C-2

Directions: Write a word which has almost the same meaning as the given word. You may use a dictionary.

1. flapjack __________
2. cook (person) __________
3. pot __________
4. plate __________
5. cup __________
6. hat __________
7. funny __________
8. good __________
9. near __________
10. high __________
11. short __________
12. skinny __________
13. large __________
14. unhappy __________
15. little __________
16. woods __________
17. rush __________
18. happy __________
19. beautiful __________
20. cart __________
21. sheet __________
22. laugh __________
23. rock __________
24. hit __________
25. push __________

ACTIVITY SHEET C-3

Directions: Choose a word which means about the same as the underlined word.

1. small ______________ (little - large - smell)
2. said ______________ (sail - spoke - lesson)
3. stone ______________ (store - rock - rack)
4. thief ______________ (robber - rubber - steel)
5. sad ______________ (glad - unhappy - weep)
6. crawl ______________ (crop - creep - cross)
7. gift ______________ (present - gave - Christmas)
8. lovely ______________ (beautiful - lively - light)
9. tour ______________ (town - trip - try)
10. joy ______________ (circus - join - gladness)
11. silly ______________ (foolish - silky - fun)
12. blossom ______________ (plant - glass - flower)
13. close ______________ (far - near - easy)
14. forever ______________ (honest - always - never)
15. youngster ______________ (child - little - girl)

In addition to the words above, choose five new words which you would like to learn. Using the dictionary, try to give a synonym for each one.

ACTIVITY SHEET C-4

Directions: Using the newspaper, circle as many examples of synonyms as possible. Copy the sentences in which the words were located. Now, write sentences of your own using these words.

ACTIVITY SHEET C-5

Directions: Without changing its meaning, rewrite each sentence given here. Use one of the words below instead of the underlined word.

fat
cushion
chief
tardy
insects
harm
marvelous
reply
bucket
repair

1. Can you fix my broken chair?

____

2. The new student in our class is short and plump.

____

3. The leader of the Indian tribe is taking us on a tour of the camp.

____

4. There are bugs everywhere I look.

____

5. He is a wonderful person and a fine friend.

____

6. I gave my mother a pillow.

____

7. Did you get an answer to your letter?

____

8. Do not hurt someone you love.

____

9. Try not to be late for class.

____

10. We have a pail of fish.

____

POST-TEST

Note: Minimum level of achievement is 90%.

Directions: Choose the word which means about the same as the first word in each row.

1.	filled	figured	swelled	thought	hit
2.	hold	pulled	push	support	tour
3.	thought	said	reply	far	figured
4.	chuckled	laughed	cried	funny	unhappy
5.	chef	chief	cook	fry	cart
6.	dish	wish	spoon	plate	cook
7.	mug	cup	bowl	glass	spoon
8.	near	far	close	distant	high
9.	even	rough	small	angry	level
10.	skinny	thin	fat	short	tall
11.	large	huge	heavy	small	light
12.	forest	farthest	woods	plants	meadow
13.	rush	hurry	slow	push	tug
14.	wagon	trail	train	rock	cart
15.	robber	steal	thief	steel	rubber
16.	tour	trip	town	try	present
17.	blossom	plant	flower	stem	petal
18.	forever	never	even	all	always
19.	store	shopping	market	buy	sell
20.	baby	infant	tiny	youngster	small

1967

Module D

SENTENCES

INTRODUCTION:

1) A sentence is a group of words.

2) The words are in order.

3) The words tell a complete idea.

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LEARNING ACTIVITIES

1. Complete pp. 27 and 37 in Language Exercises (Level 2), Steck-Vaughan Co.
2. Practice recognizing sentences by completing activity sheets D-1, D-2, D-3, D-4, and D-5.
3. Check your knowledge on this objective by completing the post-test.

Assignment Sheet

Module D

ACTIVITY SHEET D-1

Remember: A sentence
makes a complete thought.

Directions: Here are some groups of words. Some of them are whole sentences and some are only parts of sentences. Put a circle around the numbers of the whole sentences. Then on the lines below, make the other parts into whole sentences. Begin each sentence with a capital and put the correct mark at the end.

1. We went to the show yesterday.
2. When all of us.
3. The dog chased the cat up the tree.
4. Ate his food too quickly.
5. Can you go?
6. On the chair in my room.
7. I could see the flag waving.
8. My son sat on the floor.
9. Today I feel.
10. The girls helped to.
11. Around our garden.
12. It rained last night.

ACTIVITY SHEET D-2

Directions: Add words to each of these groups of words to make a complete sentence. Put the correct mark at the end of each sentence.

1. Today I feel ____.
2. When I have to read, I ______________________________________.
3. School is ____.
4. I feel good when ____.
5. I hope I never ____.
6. I wish people would _______________________________________.
7. I am afraid ____.
8. When I get home, I _______________________________________.
9. I am at my best when ______________________________________.
10. Most brothers and sisters ___________________________________.
11. I wish ____.
12. I would like to ____.
13. I wish my friends ____.
14. I would read more if ______________________________________.

Assignment Sheet

Module D

ACTIVITY SHEET D-3

Directions: Some sentences tell something. Other sentences ask something.

Examples:

Mother baked a cake. This sentence tells something.
What did you buy today? This sentence asks something.

Read these sentences. Write tells before each sentence which tells something. Write asks before each sentence which asks something.

Put the correct mark.

_______ 1. Yes, she fell on the ice

_______ 2. May we go with you

_______ 3. We like to hear the music

_______ 4. All of us came to see you

_______ 5. When will you be able to go

_______ 6. She did not pay us the money

_______ 7. Did she pay you the money

_______ 8. Everyone likes to have a good time

_______ 9. It is now twelve o'clock

_______ 10. Is it too soon for you to go

_______ 11. Can you write well

_______ 12. I can do all kinds of dancing

_______ 13. A sentence must begin with a capital letter

_______ 14. Did we have a storm last night

_______ 15. We liked the show last night best of all

ACTIVITY SHEET D-4

Directions: Write the words in each group in the right order, so that they will make a sentence.

Example: (in - south - birds - fall - fly - the)

Birds fly south in the fall.

1. (show - came - many - to - neighbors - the)

___

2. (windows - glass - of - are - made)

___

3. (time - everyone - good - a - had)

___

4. (clean - our - park - city - to - keep - tries - the)

___

5. (on - all - us - to - church - of - went - Sunday)

___

6. (is - milk - for - good - you)

___

7. (what - you - buy - are - to - going)

___

8. (were - cars - on - street - there - no - the)

___

9. (beautiful - yesterday - a - day - was)

___

10. (window - the - came - open - rain - the - through)

___

ACTIVITY SHEET D-5

Directions: Every sentence has a naming part, or subject. This part names who or what does something. Every sentence has a telling part, or predicate. This part tells what the person or thing does. Circle the naming part in each sentence below. Draw a line under the telling part.

Example: Ben can swim under water.

1. They played at the pool all day.
2. Everyone had a good time.
3. All of us like to have a good time.
4. Susan has beautiful black hair.
5. Children like to play games.
6. They are learning to swim.
7. Ann threw the ball too hard.
8. My friend likes to shop.
9. I went to a game last month.
10. You should wear sun glasses.

POST-TEST

Note: Minimum level of achievement is 92%.

Part I: Some of the following groups of words are sentences, some are not. Circle the number of each group of words that tells a complete thought.

1. Some dogs can do tricks.
2. The man on the farm.
3. We need food, clothes, and a house in which to live.
4. The clerk in the store.
5. Many people work for me.

Part II: Complete the following groups of words to make sentences.

6. I went ______________________________.
7. We made a ______________________________.
8. A good friend is ______________________________.
9. The best time I ever had was ______________________________.
10. I wish I could ______________________________.

Part III: Write tells before each sentence that tells something and asks before each sentence that asks something.

______ 11. Can you dance well

______ 12. We can all go together

______ 13. When does the mailman come

______ 14. Does Jane live on this street

______ 15. James sang at church yesterday

Part IV: Write the words in each group in the right order to make a sentence.

16. (stop - before - look - cross - the - you - and - street)

____

17. (stood - high - a - on - the - white - hill - house)

____

18. (early - we - train - wanted - to - an - take)

____

19. (of - black - one - all - the - is - cats)

____

20. (has - Jack - all - work - done - his)

____

Part V: Circle the naming part in each sentence and draw a line under the telling part.

21. Everyone likes to have a good time.

22. Susan fell on the ice.

23. Today is a long day.

24. There are too many girls in this class.

25. I have never seen a rocket ship.

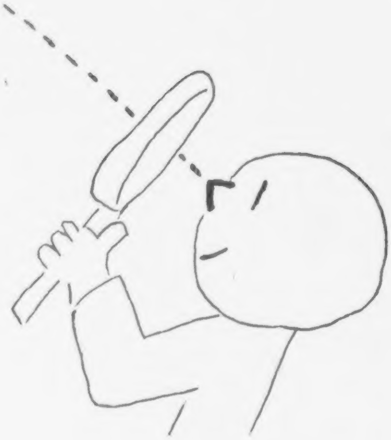
Module E

TOPIC SENTENCES

INTRODUCTION:

1) The topic sentence states the main idea of the paragraph.

2) The topic sentence may appear anywhere in the paragraph.



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LEARNING ACTIVITIES

1. Complete assignments on activity sheet E-1.
2. Practice working with topic sentences by completing activity sheets E-2 and E-3.
3. Check your knowledge on this objective by completing the post-test.

ACTIVITY SHEET E-1

Activity A: Self-Portrait

Directions: Ask the student to keep track of his habits, tastes, and behavior over a period of one or two days. Tell him to make a list of everything that he can observe about himself during that time. For example, "I never wear anything red." His list should contain at least 35 observations. Then have the student review his list to see if the observations fall into any categories. Have him begin organizing his material by trying to categorize as many of them as possible. For example, all details which pertain to being alone might be labeled "A." Next, ask the student to select 5-10 details on his list which have been asigned to the same category and write a topic sentence about himself based on those ideas. The student may choose to complete the assignment by writing the rest of the paragraph and sharing it with class members.

Activity B: Portrait

Directions: Ask each student to think of someone he knows well. Have him write 5 specific details about the person's character. Each of these statements should be developed fully with vivid detail. Have the student share the paper with another student who is instructed to write a generalization which covers all the 5 statements. The paper should then be returned to the original writer who needs to determine whether the generalization is supported by all the details. If the generalization is not accurate, the author should locate the misleading evidence in his group of details.

Adapted from Writing: A Source Book of Exercises and Assignments, by D. Gunther, L. Marin, J. Maxwell, and J. Weiss, Addison-Wesley Pub. Co., 1978, pp. 63-67.

ACTIVITY SHEET E-2

Directions: Look at the following titles and write a beginning sentence for a paragraph about that subject.

1. Ways I Have Traveled
2. The Storm
3. The Face of Someone I Like
4. Things My Mother (Friend, Wife, etc.) Does
5. Something New
6. The Birthday
7. Christmas
8. When I Retire
9. Learning to Write a Paragraph
10. What I Do at Work
11. A Bad Moment
12. Making Candy
13. Camping Out
14. My Three Wishes
15. The Week That Was All Saturdays

ACTIVITY SHEET E-3

Part A - Directions: Have the student select five paragraphs from a book or newspaper. Have him decide what the topic sentence is for each paragraph.

Part B - Directions: Read the following paragraph. Notice how examples are used to develop the topic sentence.

Pigs are smarter than most people think. Two men at the school have found that pigs are smarter than horses. In one test, pigs went through pathways, opening doors to get food. Farmers know that pigs never make themselves sick by eating too much as cows and horses sometimes do.

Now, using the following topic sentences, decide what sentences might be added to make a good paragraph. Write your group of sentences for each topic sentence.

1. You can learn a lot from television.
2. Everyone should keep up with the news.
3. The prize I won was beautiful.
4. Every summer my family and I take a trip.
5. I don't get angry very often, but this time I just couldn't help it.

Part C - Directions: Copy the following sentences as two paragraphs. Underline the topic sentence of each paragraph.

Ice cream comes in more flavors than almost any other food. There are more than two hundred flavors on sale. Vanilla is the most popular flavor. However, chocolate and strawberry are also well liked. Ice cream is not new. In old Rome, Nero, a Roman Emperor, enjoyed eating snow from the mountains flavored with honey and fruit juices. Fast runners brought this food to the Emperor.

Adapted from The Macmillan English Series, by T. Pollock, E. Duncan, and R. Geist, Macmillan Publishing Co., 1973, pp. 245-248 and p. 259.

POST-TEST

Directions: Write a paragraph of 5 or 6 related sentences. Choose a topic of your own. State your main idea in a topic sentence. Add interesting details about your topic as you write your paragraph. Underline the topic sentence.

Module F

FRIENDLY LETTERS

INTRODUCTION:

Parts of a Letter

1) Heading - gives the address and date
2) Greeting - says hello
3) Body - gives the message
4) Closing - says good-bye
5) Signature - tells who wrote the letter

LEARNING ACTIVITIES

1. Complete pp. 81-86 in Language Exercises (Level 2), Steck-Vaughan Co.
2. Practice working with friendly letters by completing activity sheets F-1 and F-2.
3. Check your knowledge on this objective by completing the post-test.

ACTIVITY SHEET F-1

When you write a heading, remember:

Begin with capital letters:

- Names of streets, avenues, roads, R. R.
- Names of schools
- Names of towns and cities
- Names of states
- Names of months

Use a comma between:

- Names of a town or city and a state
- The day of the month and the year

Use periods with R. R.

Directions: Write the following parts of headings. Use capital letters and punctuation marks where needed.

1. east central high school
2. 108 early street
3. r r 1
4. 1027 fifth avenue
5. december 3 1947
6. orlando florida 32808
7. 412 peach street
8. raleigh north carolina
9. state road 1302
10. chicago, illinois 60650

Write these headings correctly.

1. 1058 pine drive aulander north carolina 27805 january 3 1947
2. r r 6 ahoskie north carolina 27910 february 10 1988
3. 614 lake avenue detroit michigan 48211 august 28 1985

When you write a greeting, remember:

A comma follows the greeting of a friendly letter.

Begin these words with capital letters:

The first word

Titles and names of persons

Abbreviations of titles

Directions: Write these greetings correctly.

1. dear mr marks
2. dear father
3. dear john
4. dear uncle john
5. dear miss moore
6. dear mrs sharp
7. dear aunt sue
8. dear dr woods

When you write a closing, remember:

Begin the first word of the closing with a capital letter.

Use a comma after the closing.

Place your closing in line with the heading.

Directions: Write these closings correctly.

1. your friend
2. love
3. your grandson
4. sincerely yours

When you write your signature, remember:

Write your signature neatly.

Place your signature in line with the closing.

Do not use a period after the signature.

Adapted from Our Language Today, by D. Conlin, H. Fillmer, and A. Lefcourt, American Book Co., 1967, pp. 84-87.

ACTIVITY SHEET F-2

Friendly letters are usually short letters or notes to friends. They can be thank you letters, invitations, or simply letters to friends asking how they are doing.

Directions: An old friend, Marilyn, lives in California, and you haven't seen her in a very long time. Write a letter to Marilyn. Ask how she is doing. Let her know you are thinking about her and wish you two could keep in touch more often.

When writing a letter of invitation, remember:

Give the following information:

What is happening

The day

The time

The place

Directions: Write a letter of invitation using the following information:

a birthday party for your husband, wife, friend, etc.

on Sunday, July 27

at 4:00 p.m.

at your home

Directions: You have just gotten married. Now, write a thank-you letter to Mrs. Jones to thank her for the set of sheets she and Mr. Jones gave you for a wedding gift. Use the same format as for a friendly letter.

John Smith
R. R. 9
Brownwood, Texas 76801

Mr. Al Smith
624 Lake Avenue
Detroit, Michigan 34806

Directions: Fold a piece of paper into three parts. Make believe each part of the paper is an envelope. Address one envelope to a friend, another to a person at school, and one to your mother or father. Remember to write your return address on the envelope.

POST-TEST

Note: Minimum letter of achievement is 90%.

Directions:

(10 points) A. List the 5 parts of a friendly letter.

(20 points) B. Write 5 greetings and 5 closings which can be used in friendly letters.

(50 points) C. Write one of the following: a thank-you letter to a relative or friend for a gift you have received, a friendly letter to someone you haven't seen in a long time, or an invitation to a party at your home.

(20 points) D. Write the following address as it should appear on an envelope. Include your own address in the proper place.

mrs alice moore
425 lane road
raleigh north carolina 27017

Module G

USING MORE SPECIFIC WORDS

INTRODUCTION:

Writing should be clear and interesting. It would be dull if you used too many general words. Using synonyms and more specific words add interest to your writing.

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ACTIVITY SHEET G-1

Part A - Directions: Read the following sentences. Look at the words underlined. Rewrite the sentences replacing the underlined words with more specific words.

We ran down the road and went into the lake. Bob and Jack had run to the lake and had gone in ahead of us.

Part B - Directions: See how many different verbs you can think of. Write these sentences, using one of the verbs in each sentence. Choose specific action words rather than general words.

1. The rain __________ the ground.
2. Thunder __________ through the air.
3. Dogs __________ through the woods.
4. Young people __________ in the sun.
5. Old people __________ in the shade.
6. Birds __________ in the trees.
7. The policeman __________ his whistle.
8. We ________ to Tom's house.
9. The dog _________ his ear.
10. A boat __________ over the water.

Part C - Directions: Look at the underlined words in each of the following sentences. Rewrite the sentences replacing the underlined words with more specific words.

1. The boys ran.
2. The girls screamed when the light went out.
3. Crowds of people came to the picnic.
4. We ate too much at the picnic.
5. I gave money to the poor people.

6. The player dropped the ball.

7. The beavers cut down a tree.

8. Black smoke came out of the chimney.

9. He jumped from the plane.

10. He asked me about the party.

Adapted from Our Language Today, by D. Conlin, H. Fillmer, and A. Lefcourt, American Book Co., 1967, p. 44.

ACTIVITY SHEET G-2

Part A - Directions: The following two stories tell about the same thing. Notice how the underlined words in the second story make it more interesting.

A Fast Ride Home

The wooden racer went quickly down the hill. It went around a turn and went past the fire hydrant. It went through some water on the ground and went into the driveway to Dick's house. The racing driver went into the house.

A Fast Ride Home

The wooden racer flew quickly down the hill. It shot around a turn and moved past the fire hydrant. It splashed through some water on the ground and turned into the driveway to Dick's house. The racing driver ran into the house.

Now, rewrite the story yourself changing the underlined words.

Part B - Directions: Rewrite the following stories replacing the underlined words with more specific words.

Joey had found a nice quiet spot in the city. He sat on a nice park bench facing the busy street. A police car went past. A fire truck went past. Joey could see them easily. No people were in his way. He had found a place where he could stop and look around.

The Surprise

Tom got out of bed quickly on his birthday. He was excited as he went into the kitchen with his mother and dad. A funny package on the floor moved. The paper came open and Tom's new puppy went to him.

Adapted from Our Language Today, by D. Conlin, H. Fillmer, and A. Lefcourt, American Book Co., 1967, pp. 107, 127, and 171.

ACTIVITY SHEET G-3

Part A - Directions: Read the groups of related words given below. In each group underline the most general word. Draw a circle around the word that is more specific.

1. noise
   talk
   shout
2. liquid
   drink
   wine
3. food
   vegetable
   corn
4. shelter
   building
   house
5. direction
   north
   way
6. land
   country
   United States
7. fruit
   food
   apple
8. wind
   air
   breeze
9. dog
   collie
   animal
10. sound
    laugh
    giggle

Part B - Directions: Sometimes verbs help you to picture the way someone feels. For example, in the sentence, "Betty walked across the street," the word walked can be replaced to show that either she was happy, excited, afraid, hurt, or angry.

Try the following activity. Using the sentence about Betty, rewrite it to show she is happy. Use verbs from this list:

danced
dashed
flew
hopped
hurried
limped
raced
staggered
stamped
stormed

Then rewrite the sentence to show she is excited, afraid, hurt, and angry.

Now, add words that show feeling to the following sentences. Remember to use specific words.

1. On a rainy day the air feels __________ and ___________.
2. On a hot summer day the air feels ____________ and _____________.
3. In the winter the air feels ____________ and ____________.
4. In the fall when the leaves turn color the air is ________________ and _____________.
5. Early on Sunday morning the air feels ___________ and ____________.

Adapted from Our Language Today, by D. Conlin, H. Fillmer, and A. Lefcourt, American Book Co., 1967, p. 242.

ACTIVITY SHEET G-4

Directions: Complete each of the following sentences by writing a synonym for the word that is in parentheses.

1. The bird (flew) __________ through the air.
2. An elephant is a (big) __________ animal.
3. The man (yelled) _______ at the children.
4. The teacher told the children to be (nice) __________.
5. We went to the (store) __________ for food.
6. Last Sunday was such a (peaceful) __________ day.
7. The old dirt road is so (rough) __________.
8. The (gift) __________ she gave me was (pretty) ___________.
9. We were so (unhappy) _________ after the death of our friend.
10. All of the (bugs) ___________ come out to a picnic.

POST-TEST

Directions: Read the following story. Find and underline all the general words that can be replaced by more specific words. Then rewrite the story, replacing the words you underlined.

The Long Night

Because I am afraid of the dark, a light is always left on in my room. One night the light went out. I was afraid. Everything was dark and strange. I began to hear loud noises. The sounds made me think of bad things. All of a sudden, someone knocked on my door. The door opened slowly. A man came in. I could see a small light in his hand. Who was it? I yelled out loud. Just about that time, the lights came back on. My father was standing in the doorway with a flashlight in his hand.

Module H

TRANSITIONAL DEVICES

INTRODUCTION:

Words and phrases used to join sentences to each other are called transitional devices.

Examples of such words are: after, above, as a result, however, therefore, besides, etc.

LEARNING ACTIVITIES

1. Practice working with transitional devices by completing activity sheets H-1, H-2, H-3, and H-4.

3. Check your knowledge on this objective by completing the post-test.

ACTIVITY SHEET H-1

Part A - Directions: Complete each of the following sentences with a transition shown below.

for example
finally
eventually
next
besides
then
therefore
outside
consequently
however

1. I missed the train. __________, I had to walk home.
2. Inside, the house was beautiful; __________, it was a mess.
3. Yesterday was a rainy day; __________, I couldn't cut the grass.
4. First, get the soil ready for planting; __________, plant the seeds.
5. I don't want to go; __________, I don't have time.
6. We have just finished building the house. __________, we will begin to move.
7. Wait for the right time. __________, it will come.
8. I don't like all kinds of fruits; __________, I don't like prunes.
9. He played hard all day; __________, he went to sleep.
10. I can't do that for you. __________, I can get someone else to help you.

Part B - Directions: Find an article in a book, magazine, or newspaper. Find as many transition words as you can. Make a list of them.

ACTIVITY SHEET H-2

Remember: A compound sentence consists of two or more independent clauses (clauses that can stand alone as sentences). You can connect these clauses with a comma and a coordinating conjunction (words like and, but, or, nor, for, so, and yet).

For example: I liked the concert, but David hated it.

These clauses can also be connected with a semicolon (;) and a coordinating adverb (words like therefore, then, also, besides).

Example: I liked the concert; however, I thought it was too long.

Directions: Correct the following sentences by adding transition words and punctuation marks.

1. She can't come to the party she will come to see us later.
2. All my friends ate ice cream I wasn't hungry.
3. We enjoyed the movie we went out for pizza.
4. I'm always late I try to be on time.
5. I know this sounds strange it is a true story.
6. I yelled the baby woke up.
7. It is too late to go I am tired.
8. John came to see me Mary went shopping.
9. I am not going I am going to take a nap.
10. All of us can't go there is only room for three of us.

ACTIVITY SHEET H-3

Directions: Here are pairs of sentences. Tell what word or words in the second sentence of each pair link it to the first.

1. She has many friends because she is easy to get to know. Friends are very important.
2. We ate dinner late. However, I am still hungry.
3. The tide was rising. Consequently, we had to move farther in from the beach.
4. Writing a really good paper takes a long time. It also requires great ability.
5. This is the end of the lesson. To summarize, let's review what we have learned.
6. We can't take another vacation. To begin with, we don't have time.
7. We worked very hard on this project. In spite of all the hard work, however, no one chose to listen.
8. Our small town is a lovely place to live. All things considered I'd rather live there than anywhere else.
9. We won all our season games. As a result, we are the champions.
10. We like both shrimp and lobster. In fact, we like all kinds of seafood.

ACTIVITY SHEET H-4

Directions: Read the following sentences. Write a companion sentence to go with each one. Be sure to use transitional devices in your companion sentences.

1. We had a beautiful day together.

2. Yesterday was such a gloomy day.

3. The rain is pouring down.

4. We have finished all our work.

5. It is time to go.

6. She knew I had done a good job.

7. The gift made us so happy.

8. We hurried home right after the game.

9. All of our family came to dinner.

10. All of the food was gone.

POST-TEST

Directions: Write a paragraph of several related sentences. You may choose one of these topics.

- The Best Vacation I Ever Had
- The View From My Window
- What My House Looks Like On Saturday

Remember to begin with a topic sentence. Use transitions to connect your sentences. When you are finished, underline each transition.

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WRITING SKILLS STUDENT RECORD

Name: ______________________ Date: __________

Goals: ______________________

	Competency Title	Date Need Identified	Date of First Activity	Date Mastered
Level 1-A	1.01 Use language in meaningful situations.			
	2.01 Communicate through dictating or writing lists, labels, or captions.			
	2.02 Direct others through dictating or writing signs, directions, or rules.			
	2.03 Dictate or write messages.			
	2.04 Dictate or write about self and family by recording personal experiences and events.			
	2.05 Express imagination by dictating or writing stories.			
	3.01 Make journal-type entries for self and others.			
Level 1-B	4.01 Select a topic for writing.			
	5.01 Communicate through dictating or writing lists.			
	5.02 Dictate or write about self and family by recording personal experiences and events.			
	5.03 Direct others through dictating or writing signs, directions, or rules.			
	5.04 Dictate or write messages.			
	5.05 Speculate or make predictions through dictating or writing.			
	5.06 Express imagination by dictating or writing stories.			
	6.01 Add detail as a result of questioning.			
	7.01 Form letters correctly.			
	7.02 Capitalize words at the beginnings and use periods at the ends of sentences.			
	7.03 Spell high frequency words (basic word list) correctly.			
	8.01 Keep a journal of personal experiences.			

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Competency Title			Date Need Identified	Date of First Activity	Date Mastered
Level 1-C	9.01	Survey people's opinions on a topic.			
	9.02	Organize ideas.			
	10.01	Communicate through writing lists.			
	10.02	Write about self and family by recording personal experiences and events.			
	10.03	Give informational directions in writing.			
	10.04	Write messages.			
	10.05	Speculate and make predictions through writing.			
	10.06	Express imagination by writing stories.			
	11.01	Add detail as a result of questioning or rereading.			
	11.02	Choose more appropriate words, e.g., synonyms--red, crimson.			
	12.01	Form letters correctly.			
	12.02	Write in complete sentences.			
	12.03	Use capitals at beginning of sentences and for names of people and places.			
	12.04	Spell words using basic principles of phonics.			
	12.05	Insert punctuation marks where needed: periods, question marks, exclamation points, possessives, and contractions.			
	13.01	Keep a journal of personal experiences.			
	13.02	Tape-record imaginary story for friends/peers to hear.			
Level 1-D	14.01	Select a topic for writing.			
	14.02	Gather information.			
	14.03	Organize ideas.			
	15.01	Communicate through writing lists.			
	15.02	Give informational directions in writing.			
	15.03	Write messages.			
	15.04	Write about self and family by writing an autobiography.			
	15.05	Speculate and make predictions through writing.			
	15.06	Express imagination by writing stories.			
	16.01	Add detail as a result of questioning or rereading.			
	16.02	Speculate and make predictions through writing.			
	16.03	Improve topic sentences.			

		Competency Title	Date Need Identified	Date of First Activity	Date Mastered
Level 1-D - Continued	17.01	Form letters correctly (cursive).			
	17.02	Use capitals at beginning of sentences, for proper nouns, and the pronoun "I".			
	17.03	Spell words using basic principles of phonics.			
	17.04	Insert punctuation marks where needed: ends of sentences, possessives, contractions, and quotation marks.			
	18.01	Keep a journal of personal experiences.			
	18.02	Tape-record imaginary story for friends/ peers to hear.			
Level 1-E	19.01	Determine a purpose and appropriate audience for writing.			
	19.02	Use the prewriting techniques of brainstorming, listing, free writing, or journal writing to generate ideas for writing.			
	19.03	Organize ideas.			
	19.04	Decide on best form for writing.			
	20.01	Write a first draft with emphasis on content.			
	21.01	Revise rough draft for content.			
	21.02	Revise rough draft for coherence.			
	22.01	Use legible handwriting in final drafts.			
	22.02	Use correct agreement of subject and verb.			
	22.03	Spell words using spelling generalizations and irregular patterns of formation.			
	22.04	Use standard English.			
	22.05	Capitalize proper nouns and other words.			
	22.06	Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions, and quotations.			
	23.01	Share a piece of writing through publication.			
Level II-A	24.01	Determine a purpose and appropriate audience for writing.			
	24.02	Use the prewriting techniques of brainstorming, listing, viewing, word banks, free writing.			
	24.03	Organize ideas.			
	24.04	Decide on best form for writing.			
	25.01	Write a first draft with emphasis on content.			

		Competency Title	Date Need Identified	Date of First Activity	Date Mastered
Level II-A - Continued	26.01	Revise rough draft for content.			
	26.02	Revise rough draft for coherence.			
	27.01	Use legible handwriting in final drafts.			
	27.02	Use correct agreement of subject and verb.			
	27.03	Spell words using spelling generalizations and irregular patterns of formation.			
	27.04	Use standard English.			
	27.05	Capitalize proper nouns and other words.			
	27.06	Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions, and quotations.			
	28.01	Share a piece of writing through publication.			
Level II-B	29.01	Determine a purpose and appropriate audience for writing.			
	29.02	Use the prewriting techniques of brainstorming, listing, word banks, free writing, journal writing, and observation to generate ideas for writing.			
	29.03	Organize ideas for writing.			
	30.01	Write a first draft with emphasis on content.			
	31.01	Revise rough draft for content.			
	31.02	Revise rough draft for coherence.			
	32.01	Use legible handwriting in final drafts.			
	32.02	Use correct agreement of subject/verb and pronoun/antecedent.			
	32.03	Spell words using spelling generalizations and irregular patterns of formation.			
	32.04	Use standard English.			
	32.05	Capitalize proper nouns and other words.			
	32.06	Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions, and quotations, and use commas and colons.			
	33.01	Share a piece of writing through publication.			
Level II-C	34.01	Determine topic, purpose, and appropriate audience for writing.			
	34.02	Analyze information and form judgments.			
	34.03	Use the prewriting techniques of interviewing, reading, free writing, journal writing, brainstorming, and listing.			

Competency Title			Date Need Identified	Date of First Activity	Date Mastered
Level II-C - Continued	34.04	Distinguish between relevant and irrelevant facts.			
	34.05	Organize ideas.			
	34.06	Decide on best form for writing.			
	35.01	Develop a paragraph according to one main idea.			
	35.02	Write effective topic sentences.			
	35.03	Develop supporting details.			
	35.04	Write introductory, conclusion, and body paragraphs.			
	35.05	Write a first draft with emphasis on content.			
	36.01	Revise rough draft for content.			
	36.02	Revise rough draft for coherence.			
	37.01	Use legible handwriting in final drafts.			
	37.02	Use correct agreement of subject/verb and pronoun/antecedent.			
	37.03	Spell words using spelling generalizations and irregular patterns of formation.			
	37.04	Use standard English.			
	37.05	Capitalize proper nouns and other words.			
	37.06	Insert punctuation marks where needed in ends of sentences, abbreviations, possessives, contractions and quotations, and use commas and colons.			
	37.07	Use correct forms of singular and plural nouns and regular and irregular verbs.			
	38.01	Share a piece of writing through publication.			
Level II-D	39.01	Determine topic, purpose, and appropriate audience for writing.			
	39.02	Use the prewriting techniques of viewing, listing, reading, interviewing, note taking, and free writing.			
	39.03	Distinguish between fact and opinion.			
	39.04	Analyze information and form judgments.			
	39.05	Organize ideas.			
	39.06	Decide on best form for writing.			
	40.01	Write effective topic sentences.			
	40.02	Develop a paragraph according to one main idea.			
	40.03	Develop supporting details.			
	40.04	Write introductory, conclusion, and body paragraphs.			
	40.05	Write a first draft with emphasis on content.			

Competency Title			Date Need Identified	Date of First Activity	Date Mastered
Level II-D - Continued	41.01	Revise rough draft for content.			
	41.02	Revise rough draft for coherence.			
	41.03	Improve maturity level of sentence construction.			
	42.01	Use legible handwriting in final drafts.			
	42.02	Use correct agreement for subject/verb and pronoun/antecedent.			
	42.03	Spell words using spelling generalizations and irregular patterns of formation.			
	42.04	Use standard English.			
	42.05	Capitalize proper nouns and other words.			
	42.06	Insert punctuation marks where needed: ends of sentences, abbreviations, possessives, contractions and quotations, and use commas, colons, and semicolons.			
	43.01	Share a piece of writing through publication.			
GED Writing Competencies	44.01	Determine topic, purpose, and appropriate audience for writing.			
	44.02	Use the prewriting techniques of brainstorming, listing, journal writing, free writing, reading, and note taking.			
	44.03	Distinguish between relevant and irrelevant facts.			
	44.04	Distinguish between fact and opinion.			
	44.05	Analyze information and form judgments.			
	44.06	Organize ideas.			
	45.01	Write effective topic sentences.			
	45.02	Develop supporting details.			
	45.03	Develop paragraphs according to one main idea using one of the following patterns of organization: cause-effect, comparison-contrast, simple listing.			
	45.04	Write introductory, conclusion, and body paragraphs.			
	45.05	Summarize expository material.			
	45.06	Write a first draft in a variety of modes (point of view, persuasion (simplified), and expository) with emphasis on content.			
	45.07	Complete commonly used forms.			
	45.08	Compose letters.			
	46.01	Revise rough draft for content and fluency.			
	46.02	Revise rough draft for coherence, unity, and consistent point of view (if applicable).			

Competency Title			Date Need Identified	Date of First Activity	Date Mastered
GED Writing Competencies - Continued	46.03	Improve maturity level of written work through use of sentence combining, word choice, figurative language, and sentence construction.			
	46.04	Revise rough draft for specificity.			
	47.01	Use legible handwriting in final drafts.			
	47.02	Use correct sentence structure.			
	47.03	Use correct agreement of subject and verb.			
	47.04	Use correct pronoun reference.			
	47.05	Spell words using spelling generalizations and irregular patterns of formation.			
	47.06	Spell and use possessives, contractions, and homonyms correctly.			
	47.07	Capitalize proper nouns and other words.			
	47.08	Insert punctuation marks where needed.			
	47.09	Use correct verb tense.			
	48.01	Share a piece of writing through publication.			

ASSIGNMENT SHEET

Name ______________________ Page __________

COMPETENCY PROGRESS			
Competency	Material	Date Assigned	Satisfactory Completion

ORIENTATION PLAN

Trainer's Notes

Sample Training Session

Time		Activity	Handout
5-10 minutes	I.	Introductions - have group members give their name, where they teach, and one strange or funny thing about themselves.	
5 minutes	II.	Discuss goals and objectives of workshop	
10 minutes	III.	Discuss handout	Ten principles for Teaching Writing
15 minutes	IV.	Discuss handout	What Does Research Say About the Teaching of Writing
20 minutes	V.	Group discussion - most memorable/most negative experience in school as a writer	
30 minutes	VI.	Writing Activity	
30 minutes	VII.	Introduction to The Power Approach to Writing	
30 minutes		BREAK	
30 minutes	VIII.	Using The Power Approach to Writing	
15 minutes	IX.	Follow-up discussion	

I. INTRODUCTIONS

Begin the session by having all group members introduce themselves by giving their name, stating where they teach, and telling one strange or funny thing about themselves.

II. GOALS AND OBJECTIVES

Discuss the following goals and objectives of the session with participants:

Goals

1. To improve self-concept
2. To share writing with each other (peer evaluation and help)
3. To examine the process approach to teaching writing
4. To collect ideas and resources for classroom use

Objectives

1. To gain confidence in writing
2. To transfer this concept into one's teaching.
3. To perceive oneself as a writer
4. To write

III. TEN PRINCIPLES FOR TEACHING WRITING

See attached.

IV. WHAT DOES RESEARCH SAY ABOUT THE TEACHING OF WRITING

See attached

V. GROUP DISCUSSION

Have participants share their most memorable/most negative experience in school as a writer. The workshop leader should begin by sharing her experiences and have participants in turn share theirs.

VI. HOUSE OF MEMORIES

Have participants select a partner. Then instruct them to sketch the floor plan of a house in which they have lived. Tell them to think about a room in that house, especially one that holds a special place in their memories. Have them describe the room by freewriting. (Freewriting is an activity in which a person is instructed to write for a specified period of time without stopping. If the person cannot think of anything to write, he is supposed to write **"I can't think of anything to write."** The object of the activity is to continue writing until new ideas emerge.) Afterward, have the person freewrite both about the happiest memory in the room they described, as well as the saddest memory. Sharing time at the end of the activity is recommended.

VII. INTRODUCTION TO THE POWER APPROACH TO WRITING

Examine format of text with participants. Begin by discussing the introduction page briefly explaining the rationale behind the development of this product. Move on to a discussion of the competency listing explaining the 5 domains and the equivalent grade levels of each of the 10 levels of objectives. The course of study can then be explained as consisting of learning activities, resources, evaluation criteria, and remediation techniques for each objective. It should be pointed out that entries listed under the heading **"Resources"** can be located in **Appendix A** if they are not textbooks. The index on **page 272** can be used for locating these resources. Proceed to a discussion of the section on testing procedures. Briefly scan the given tests and scoring guides. **Appendix A** can then be reviewed. Participants should again be reminded that all activities listed under the **"Resource"** section of the course of study are included in this appendix with the exception of textbooks, of course. **Appendix B** can then be reviewed including use of the index as well as a brief look at the bibliographies and the diagnostic/prescriptive evaluation instruments. **Appendix C** contains referral procedures and forms and should be addressed in detail either here or at a later point in the presentation. The section entitled **"Related Information"** can be reviewed quickly with **page 296** being pointed out as one of the more important pieces of information. The last section of the text contains 9 modules on topics such as capitalization, punctuation, putting ideas in order, etc. These modules are referenced in the course of study and can be briefly reviewed.

VIII. USING THE POWER APPROACH TO WRITING

Explain to the participants that each student needs 2 folders, one for his own work and one for recordkeeping to be kept by the instructor. An indepth discussion of referral procedures and forms should be conducted here if it has not been done earlier. The basis for placing a student into this course of study is contained in the section entitled **"Testing Procedures."** Two activities on **pages 133 and 134** should be explained as types of activities that can be used with students to obtain preliminary information. In order to obtain a student's approximate reading level, either **Schonell's Graded Word Reading Test (pages 135-136)** or the **Slosson Oral Reading Test (pages 137-139)** can be used. To obtain more exact information on a student's reading, writing, and English ability the writing lab coordinator will then administer those diagnostic tests shown on **page 279**. These steps are also referenced in the testing procedures for each level. **(Note: See page 106, 111, 117, and page 130)**. Results can then be reported to instructors using the form on **pages 286-287**. Based on these results, a pre-test for writing can then be given by the instructor using the criteria listed for evaluating the paper. The pre-test selected will be based on the level which corresponds most closely to the results of the above testing. Depending on the degree of difficulty, instruction will then be geared for that level. In order to begin instruction and to locate the objectives and activities in the course of study, the instructor should be advised to use **pages 1-20** to help them.

These pages give the objectives by number for each level. The objective numbers can then be found in the course of study. When all objectives are completed, the instructor should refer back to the testing procedures for that level **(Note: See pages 107, 112, 119, and page 131)**. Then, step 8 will advise the instructor to give post-tests to assess progress. If sufficient progress is demonstrated, the student can then proceed to the next level of pre-testing, instruction, and post-testing.

In order to maintain a progress record for each student, the form labeled **"Assignment Sheet" (located in the front cover of the notebook)** can be used to plan a student's work schedule ahead of time. It provides a written record and should be placed in the student's folder. Also, the form entitled **"Writing Skills Student Record" (located in the front cover of the notebook)** can be used to document progress as students are tested into levels and as they complete assignments. It should be maintained in the instructor's folder.

IX. FOLLOW UP DISCUSSION

Allow time for asking questions and for participants to continue reviewing the text materials. Complete the session by having participants fill out a post-session evaluation form.

TEN PRINCIPLES FOR TEACHING WRITING

1. Beginning writers need to develop fluency (ability to generate ideas) before being concerned about correctness.

2. Beginning writers need instruction in the process of writing.

3. Instruction should begin with support and encouragement and outweigh criticism.

4. Students need to care about their writing. Teachers can help by giving carefully designed and motivating assignments, providing an attentive audience, and guiding students through the composing and revising process.

5. Peer review of papers can accelerate improvement if they are properly guided.

6. Errors in writing can be corrected through conference more effectively than lecture and drill.

7. Extensive marking of errors is counterproductive and increases anxiety.

8. Comments on student papers should show the teacher as an interested reader. Explanations and suggestions for improvement should be included.

9. Criteria for grading should be given. Poor papers are sometimes the result of poor communication.

10. Writing programs should be structured to include practice sessions where the teacher serves as a coach. Testing or evaluation procedures should also be included to give the student feedback on how well he is doing.

What Does Research Say About the Teaching of Writing?

An answer to that question is provided by the California Department of Education. Working in cooperation with the Bay Area Writing Project, the department said, "while many practices merit additional research, much is already known about which practices in teaching the writing process are effective." The department went on to identify effective and ineffective practices in its *Handbook for Planning Effective Writing Programs* (California Department of Education, 721 Capitol Mall, Sacramento, CA 95814; 1982; single copy, $1.75). Here are the department's findings:

Grammar. Perhaps the most widely ignored research finding is that the teaching of formal grammar, if divorced from the process of writing, has little or no effect on the writing ability of students. Studies from 1906 through 1976 have repeatedly reached this conclusion. It seems to make no difference whether the system taught is traditional, structural, or transformational grammar. Such instruction, when not directly related with the writing process, does not help students improve their writing.

Furthermore, some researchers have concluded that in programs in which the study of grammar takes excessive time, the effects are negative. They have found that the quality of writing by students enrolled in such programs not only does not improve but may even decline.

This is not to say that the study of grammar has no place in a writing program. A knowledge of the conventions of the writing of Standard English, including correct grammar and usage, is important to students, particularly when they edit their writing. However, it is best taught when a specific need for it emerges in a student's writing, not in isolation from actual writing. It is the latter approach (teaching grammar in isolation from actual writing) that is not supported by research.

Sentence combining. Sentence combining is a technique for combining short sentences into longer, carefully constructed sentences. Over the past ten years, several studies of classes from the elementary school level through the first year in college have shown that sentence-combining exercises, both oral and written, conducted with little or no grammatical terminology, can be effective in increasing the sentence-writing maturity of students.

Quantity. The act of writing frequently does not improve the quality of a student's writing. That is, just increasing the *number* of writing opportunities without providing appropriate instruction and other learning opportunities does not, in and of itself, result in a significant improvement of students' writing skills.

Response. On the other hand, some research indicates that writing which includes responses from peers or teachers produces superior results.

Correcting. Praising what students do well improves their writing more than correcting what they do badly. Intensive correction does no more to improve writing than moderate correction.

Reading. Writing programs that encourage students to read extensively and that devote time to the study of written prose are effective in improving student writing.

Pre-writing. Most recently, researchers have been focusing more on the process of writing itself, and less on teacher behavior and writing as a finished product. These researchers have found that an emphasis on pre-writing activities leads to improved student writing. Pre-writing, in this instance, means any exercise, experience, or activity intended to encourage a writer's creative thought prior to the act of drafting his or her manuscript.

Modeling. Sharing writing with peers, editing in groups, imitating prose models, and encouraging teacher participation in writing assignments are all practices which have resulted in the improvement of student writing.